

# COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

*The mission of the California Commission on Peace Officer Standards and Training is to continually enhance the professionalism of California law enforcement in serving its communities.*



## COMMISSION MEETING AGENDA

Wednesday, April 10, 2002

Ramada Plaza Hotel

6333 Bristol Parkway

Culver City, CA 90230

(310) 484-7011

## AGENDA

Gray Davis  
Governor

Bill Lockyer  
Attorney General

### **CALL TO ORDER - 10:00 A.M.**

### **COLOR GUARD AND FLAG SALUTE**

Culver City Police Department will present the colors.

### **MOMENT OF SILENCE HONORING PEACE OFFICERS KILLED IN THE LINE OF DUTY**

Since the last Commission meeting, no officers have lost their lives while serving the public.

### **ROLL CALL OF COMMISSION MEMBERS**

### **INTRODUCTIONS**

### **WELCOMING ADDRESS**

Chief Ted Cooke, Culver City Police Department, will give the welcoming address.

### **APPROVAL OF MINUTES**

- A. Approval of the Minutes of the January 31, 2002, Commission Meeting at the Mission Inn in Riverside, California.

## **CONSENT CALENDAR**

### **B.1 Receiving Course Certification Reports**

Since the January 2002 meeting there have been 72 certifications, 8 decertifications, and 118 total modifications.

In approving the Consent Calendar, your Honorable Commission receives the report.

### **B.2 Receiving Financial Report - Third Quarter FY 2001/02**

The third quarter financial report will be provided at the meeting for information purposes.

In approving the Consent Calendar, your Honorable Commission receives the report.

### **B.3 Receiving Information on New Entries Into the POST Regular (Reimbursable) Program**

- The Nevada County District Attorney's Office has met the Commission's requirements and has been accepted into the POST Regular (Reimbursable) Program.

### **B.4 Receiving Information on New Entries Into the POST Public Safety Dispatcher Program**

Procedures provide that agencies that have expressed willingness to abide by POST Regulations and have passed ordinances as required by Penal Code Section 13522 may enter into the POST Reimbursable Public Safety Dispatcher Program pursuant to Penal Code Section 13510 and 13525.

In approving the Consent Calendar, your Honorable Commission notes that the Corcoran Police Department, the Lindsey Department of Public Safety, and the Tehama County Sheriff's Department have met the Commission's requirements and have been accepted into the POST Reimbursable Public Safety Dispatcher Program.

### **B.5 Receiving Information on Withdrawals from POST Regular (Reimbursable) Program**

- The Oakland Unified School District Police Department disbanded on December 31, 2001. Law enforcement services will be provided by the Oakland Police Department.

### **B.6 Presentation of Resolution**

- A Resolution will be presented to retiring Yolo County Assistant Sheriff, Jack McDonald.

## **PUBLIC HEARING**

### **C. Public Hearing to Consider Racial Profiling Training Requirements**

The Commission, after receiving a staff report at the January 31, 2002, meeting scheduled this issue for public hearing.

Penal Code section 13519.4(f) requires POST to develop mandated initial and refresher training for peace officers on racial profiling. In consultation with an appointed Racial Profile Panel and other law enforcement/trainer experts, POST has developed proposed training courses to meet these training requirements. For the initial training, a four-hour course is proposed that includes curriculum required by the legislation along with other topics. The training will be, as required by the law, highly interactive with group discussions stimulated by POST-developed video scenarios. To help ensure quality and standardization, POST plans to present training workshops for course facilitators, provide facilitator manuals, and conduct at least one pilot presentation. This course contains eight broad topics and detailed content is contained in a course outline under this tab. For the refresher training, a two-hour course is proposed that contains a review of applicable initial training and update on changes in law and practices. Peace officers are required to complete this training once every five years after completing the initial training course.

The proposed regulation 1081(a)(32) provides that the initial training course should be completed by July 2004, which is two years following expected OAL approval of these regulations. The proposed regulation also provides that satisfaction of the initial training course can be accomplished by completing the regular basic course after July 1, 2003. It is planned that POST will consider curriculum additions for the basic course sometime in advance of this date.

Subject to the results of the public hearing, it is recommended the Commission approve modification to regulation 1081 (a) (32) by adding the initial and refresher requirements for racial profile training.

## **BASIC TRAINING BUREAU**

### **D. Report on Proposed Changes to POST's Field Training Program Requirements**

In November 1997, the Commission approved regulation and procedure changes that provided for the mandated completion of a standardized field training program and the integration of that program as part of the basic training requirement for all peace officers.

Since that date, staff has had the opportunity to evaluate our current regulations and procedures at the participating agencies and to meet with field trainers from various law enforcement agencies to determine the effectiveness and propriety of those regulations and procedures.

In order to meet law enforcement's changing needs and to implement necessary modifications to POST's current regulations and procedures related to field training, staff has developed proposed regulatory language for consideration by the Commission. Some of the more significant proposed changes include mandating the 24-hour Field Training Supervisor/Administrator/Coordinator (SAC) Course for supervisors and managers of field training programs and a 24-hour Field Training Officer Update course that would be required to be completed by Field Training Officers once every three years. Technical changes include modifying the definition of general law enforcement uniformed patrol duties, moving regulatory language from Procedure D-13 to Regulations 1004 and 1005, and adding specific components of leadership, ethics, and community policing.

The proposed regulation and procedure changes are the result of meetings with POST's Field Training Advisory Council over the last 18 months. The Council recognizes that, while most law enforcement agencies already have similar or higher field training standards in place, some agencies may find these recommended changes significant. For this reason, it is appropriate that a public hearing be scheduled to allow agencies to have an opportunity to comment.

It is recommended that the Commission schedule a public hearing for the July 2002 meeting.

E. Integrating Ethics, Leadership, and Community Policing Throughout the Basic Course Curriculum

One of POST's proposed Strategic Plan objectives is to integrate Leadership, Ethics and Community Policing into POST's hierarchy of mandated courses including the Regular Basic Course (RBC).

The Basic Course includes the Regular Basic Course (RBC), and the Specialized Investigators' Course (SIBC). Annually, approximately 5,000 recruits participate in the RBC. In the present version, the Regular Basic Course (RBC) involves a minimum of 664 hours of training administered through 51 Learning Domains (instructional units that cover related subject matter) that contain over 1400 Educational (Learning) Objectives.



A Steering Committee comprised of academy directors, agency executives, organization representatives and other recognized experts was convened to provide general guidelines, scope, and advisory direction. The Committee also reviewed project findings and adopted recommendations. The Committee met in August and November of 2001, and in January 2002.

Integrating leadership, ethics and the community policing core elements in addition to problem-solving strategies and police-community partnerships were endorsed by the Steering Committee as critical priorities to be incorporated into the RBC to ultimately enhance future law enforcement services.

The Steering Committee endorsed 27 recommendations ranging from selection criteria for peace officer candidates, to implementation components for a plan to integrate leadership, ethics and community policing throughout the entire curriculum of the basic course. The Subject Matter Expert committee reviewed the 41 Learning Domains of the existing basic course and recommended approximately 342 curriculum modifications to inculcate the desired traits and competencies of leadership, ethics and community policing, as well as effective training deliveries in the techniques, practices and principles inherent in those disciplines.

It is proposed that these changes be implemented based upon a three-year plan to pilot course changes and an additional two-year plan to implement all changes in the remaining academies for an overall total of five years.

If the Commission concurs, the appropriate action would be a MOTION to conceptually approve the plan to integrate the principles of leadership, ethics, and community policing throughout the entire Regular Basic Course curriculum.

F. Contract Extension for POST Management Fellow-Basic Training Bureau; Integrating Leadership, Ethics and Community Policing Throughout the Basic Course

At the January 2001 Commission meeting, the commission authorized the Executive Director to contract for the services of a Special Consultant (Management Fellow) to coordinate developing a plan to integrate leadership, ethics and community policing throughout basic training. A parallel assignment is to conduct an alignment analysis of verified job tasks with existing curriculum. The Special Consultant began working on the project in April 2001 while assigned to the Basic Training Bureau.

The plan to implement the elements of leadership, ethics and community policing throughout the 41 Learning Domains of the Basic Course will be submitted to the Commission for approval at the April 2002 Commission meeting as a separate Agenda Item.

It is anticipated that the implementation of this plan will take approximately three years and require additional recourses beyond POST's current staffing level. Extending the contract of the current Special Consultant will greatly facilitate the implementation of this plan. The Special Consultant, Dan Toomey, has acquired considerable knowledge on these issues and his expertise would help to expedite implementation.

If the Commission concurs, the appropriate action would be a MOTION to authorize the Executive Director to extend the existing contract with the Department of Alcoholic Beverage Control an additional year for the services of a Special Consultant for the purposes of continuing to integrate the principles and competencies of Leadership, Ethics and Community Policing throughout the entire Basic Course curriculum for a cost not to exceed \$130,000 for salary and benefits. (ROLL CALL VOTE)

## **EXECUTIVE OFFICE**

### **G. Proposed Changes to POST's Strategic Plan**

At its January 31, 2002, meeting, the Commission authorized staff to proceed with the biannual updating of POST's Strategic Plan. The recurring process for securing input from POST's clients, partners, and staff was used and resulted in proposed changes to the plan. The Commission's Long Range Planning Committee also reviewed the proposed changes at its March 7<sup>th</sup> meeting.

Proposed changes include 11 objectives recommended for deletion because they have been implemented. 19 objectives are recommended for modification primarily because of performance measures needing update. 25 new objectives are recommended which represent the needs of POST's clients and partners. These proposals for change reaffirm POST's general direction to continue to "raise the bar" on POST's standards and services.

If the Commission concurs, it is recommended the Commission approve changes to POST's Strategic Plan and authorize the Executive Director to transmit copies to the Governor's Office and the State Department of Finance.

## **STANDARDS AND EVALUATION BUREAU**

### **H. Proposed Amendment to Continuing Professional Training Requirement**

Regulation 1005(d)(2) and Procedure D-2 make provision for officers to pass a POST approved course-presenter-developed test in lieu of perishable skills training. No parallel provision is specified for the Regular Basic Course, i.e., POST does not review and approve similar tests in the Regular Basic Course. Staff is currently undertaking research to develop exercise tests for psychomotor skills for the Regular Basic Course. When the basic research and development of tests for these skills have been completed, POST will be better prepared to consider reviewing and approving such tests for the Regular Basic Course as well as for perishable skills training.

Elimination of the POST approval requirement for course-presenter-developed perishable skills testing in lieu of training will allow training institutions to match testing with their particular course objectives. In addition, it will eliminate the workload associated with POST validating and approving these skills tests.

If the Commission concurs, the appropriate action would be a MOTION to approve the amendment of Commission Procedure D-2, pending the outcome of the Notice of Proposed Regulatory Action process.

## **TRAINING AND DELIVERY**

### **I. Anti-Terrorism Training Delivery Plan**

The information under this tab outlines the work completed to date on identifying and presenting anti-terrorism training to California public safety professionals. It includes an overview of the training needs assessment conducted by staff along with a detailed anti-terrorism training delivery plan.

### **J. Request to Augment Contracts with the San Jose Police Department and the West Covina Police Department for Perishable Skills Training for Fiscal Year 2001/02**

Since January 1, 2002, the perishable skills program requires peace officers to complete 14 hours of psycho-motor based training every 24 months as part of the POST Continuing Professional Training requirement. Since the passage of this requirement, the call for simulator training has increased considerably. San Jose Police Department and West Covina

Police Department are currently two of only three certified presenter agencies to deliver simulator instructor training. Both agencies have exceeded their authorized training funds and are requesting additional funds to supplement their training needs prior to June 30, 2002.

If the Commission concurs, the appropriate action would be a MOTION to authorize the Executive Director to amend the FY 2001-2002 contracts with the San Jose and West Covina Police Departments for additional funding for each department to train 24 additional instructors in an amount not to exceed \$29,976.00. (ROLL CALL VOTE)

### **TRAINING PROGRAM SERVICES**

#### **K. Report to the Legislature on POST's Multimedia Training Program**

The Joint Legislative Budget Committee has required POST to report no later than June 30, 2002, on the application of new technology in law enforcement training.

A report that describes the application of new technology in law enforcement training and addresses the requirement of the Joint Legislative Budget Committee has been prepared and is attached to this item.

If the Commission concurs, the appropriate action would be a MOTION to authorize the Executive Director to submit the report to the Joint Legislative Budget Committee.

#### **L. Request for Contract Amendment for Additional Identity Theft Courses**

The San Diego Regional Training Center (SDRTC) and the San Jose State University Foundation (SJSU) have presented the authorized number of identity theft courses. A growing need for this training has resulted in lengthy waiting lists at each location.

If the Commission concurs, the appropriate action would be a MOTION to authorize the Executive Director to amend the FY 2001-02 contracts with SDRTC and SJSU to conduct four additional Identity Theft Course presentations (two at each location) during this fiscal year for an amount not to exceed \$92,000.00. (ROLL CALL VOTE)

#### **M. Proposal to Require Completion of Train-the-Trainer Workshop for Racial Profile Instructors and Facilitators**

The Racial Profiling Course proposed to be added to the Commission-approved listing of specialized training courses, delineated in PAM Regulations 1070 and 1082, that requires completion of a specified instructor development training course prior to serving as a course instructor. The Racial Profiling Course has been recognized as one containing subject matter that is both highly sensitive and complex and requires special knowledge and skills.

Historical, legal, and ethical aspects of racial profiling present unique challenges to trainers. A 24-hour Racial Profiling Course Instructor Workshop has been specially designed to ensure inculcation of course subject matter and the skills needed for an interactive mode of instruction.

It is requested that the Commission approve, subject to results of a Notice of Proposed Regulatory Action, the proposed amended regulations establishing training requirements for instructors of the Racial Profiling Course.

N. Proposed Contracts Extending POST Management Fellow for Regional Skills Training

In May of 1999, POST entered into a one-year contract with the San Diego Regional Training Center for the services of a management fellow to develop and manage the simulator project. This contract was extended for a second year. Forrest Billington, the contracted management fellow, elected to retire and was replaced by a new Management Fellow, Ollie Sansen. Mr. Sansen was contracted through Los Medanos College (Contra Costa Training Center) through August of this year.

The development of the Regional Skills Training Centers has been one of the largest projects of direct assistance for law enforcement ever undertaken by POST. It has set a standard, which other states are starting to emulate.

The development of additional scenarios for both the Force Options Simulators (the current 16 scenarios are only good for a one year training cycle) and the Driving Simulators are requiring a great deal of staff time and resources. Work is currently in progress with several contractors, including CHP, to develop additional scenarios.

The recent approval of the Tulare/King County Training Center will require continuing staff assistance since it is in the development stage of the project. Many training sites are just beginning to receive their perishable skills equipment and require on-site assistance as equipment is delivered. Funding was recently approved to upgrade driving simulators at Butte and Modesto Training Centers and these centers are currently being provided operational assistance. It is essential that a full time staff member be available to provide developmental assistance.

If the Commission concurs authorize the Executive Director to enter into a one-year interagency agreement with Los Medanos College for the continued services of Mr. Ollie Sansen beginning September 1, 2002, through August 31, 2003, in an amount not to exceed \$105,000, including salary and benefits. (ROLL CALL VOTE)

O. Robert Presley ICI Contract Request - RenTech Computer Rental Company

Should the Commission authorize the Executive Director to enter into contract with the RenTech Computer Rental Company (RenTech) to supply all the computers for courses

within the Robert Presley Institute of Criminal Investigation (ICI) Program at a cost of \$35,000? If this contract is approved, the computer rental line item in all ICI contract budgets for next fiscal year will be removed. Renting computer through RenTech for 32 different course offerings will save approximately \$48,000 in computer rental costs.

P. Request Amendment to Existing Interagency Contract for Extension of Clerical Support Position for the Violence Against Women Act Grant

In August 1997, the Commission approved acceptance of a VAWA Law Enforcement Grant in the amount of \$2,929,112.

Over the past four years, the Commission has approved additional augmentations to the grant bringing the current total to \$7,045,997.

As part of the funding approved in July 2001 was \$18,000 for a part time clerical support person to be contracted through SDRTC. The funds for this position will be expended by March 31, 2002. However the grant was recently extended by OCJP and the clerical position will be necessary to assist POST staff complete the work agreed upon in the grant contract.

If the Commission concurs, the appropriate action would be a MOTION to authorize the Executive Director to amend the existing contract with San Diego Regional Training Center to extend the clerical support position for the grant in an amount not to exceed \$12,012.40. (ROLL CALL VOTE)

**COMMITTEE REPORTS**

Q. Long Range Planning Committee

Bill Kolender, Chairman of the Long Range Planning Committee, will report on issues discussed at the Committee meeting held March 7, 2002, at the County Sheriff's Office, San Diego, California.

R. Finance Committee

The agenda for the Finance Committee meeting is under this tab. The Committee will review and report on current year and proposed FY 2002/2003 budgets and may offer recommendations.

The Committee will also make recommendation for Commission action on proposed contracts for FY 2002/03. Assuming positive recommendation, appropriate action would be a MOTION to authorize the Executive Director to sign the contracts on behalf of the Commission. (ROLL CALL VOTE)

Proposed FY 2002/2003 contract that were negotiated as authorized by the Commission in January, are listed as follows:

**Training and Standards Contracts**

1) Request for Contract with the Foundation for Criminal Justice Research and Training at California State University-Long Beach to present the Sherman Block Supervisory Leadership Institute (SBSLI) for FY 2002/03.	\$1,391,540.00
2) Request for Contract with the San Diego Regional Training Center to present the Command College and area Chief Executive Workshops for FY 2002/03.	544,699.00
3) Request for Contract with the San Diego Regional Training Center to present the Labor/Management courses for FY 2002/03.	84,499.00
4) Request for Contracts with the San Diego Regional Training Center, CSU-Long Beach, CSU-San Jose, and CSU-Humboldt for 28 Presentations of the Management Course for FY 2002/03.	749,071.00
5) Request for Contract with the San Rosa Regional Training Center/Santa Rosa Community College to provide support for the Executive Development Course for FY 2002/03.	160,545.00
6) Request for Contract for FY 2002-03 <i>Case Law Today</i> Programs	132,000.00
7) Request for Contract for FY 2001-02 Telecourse Programs	1,680,847.00
8) MIDP Contract Renewal for FY 2002-2003	297,530.00
9) Office of State Publishing Contract for Fiscal Year 2002-2003	105,200.00
10) Robert Presley ICI Contract Request - San Diego Regional Training Center	476,770.00
11) Robert Presley ICI Contract Request - California State University at San Jose	519,265.00
12) Robert Presley ICI Contract Request-California State University at Sacramento	420,241.00

13)	Robert Presley ICI Contract Request - Los Angeles County Sheriff's Department	80,000.00
14)	Robert Presley ICI Contract Request - Los Angeles Police Department	107,856.00
15)	Robert Presley ICI Contract Request - San Francisco Police Department	100,000.00
16)	Robert Presley ICI Contract Request - State Center Regional Training Facility (Fresno City College)	60,750.00
17)	Request for Contract with the Museum of Tolerance for the delivery of Tools for Tolerance for Law Enforcement for FY 2002-2003	1,556,000.00
18)	Contract Request for Entry Level Dispatcher and PC 832 Testing Programs	297,767.00
19)	Continuation of Contract for POST Entry Level Law Enforcement Examination	149,923.00
20)	Extension of Contract for POST Proficiency Test Examination Services	56,494.31
21)	Request to Continue Contracts for Presenting Basic Narcotic, Basic Motorcycle, Motorcycle Update Course, and the Basic Driver Training for FY 2002-2003	2,263,843.00
22)	Request to Continue Contracts for Presenting Driver Training Simulator and Force Option Simulator Training for FY 2002-2003	3,397,858.00
23)	Request to Continue Contracts for Presenting Driver Training Simulator Instructor and Force Option Simulator Instructor Training for FY 2002-2003	189,280.00
24)	Request to Authorize the Executive Director to Negotiate an Inter-agency Agreement with the Department of Justice to Provide Training to Local Law Enforcement	2,209,913.00
25)	Request to Authorize the Executive Director to Negotiate an Interagency Agreement with the California State University-Sacramento, Regional & Continuing Education, to provide training in a series of Crime Analysis courses	133,852.00



## **Administrative Contracts**

1) State Controller's Office Agreement for Auditing Services	\$85,000.00
2) Davisville Travel Contracts	84,000.00
3) Interagency Agreement with Teale Data Center	80,000.00
4) Contract with CSUS Foundation for Student Assistant Services	15,000.00
5) Health and Welfare Data Center - CALSTARS Support	38,000.00
6) Request to Contract for Library Subscription Services	<u>19,000.00</u>

**Total:** \$17,486,743.31

### **S. Advisory Committee**

Alex Bernard, Chairman of the POST Advisory Committee, will report on the results of the Advisory Committee meeting held on March 9, 2002, at the Ramada Plaza Hotel in Culver City.

### **T. Legislative Review Committee**

Commissioner Laurie Smith, Chairman of the Legislative Review Committee, will report on the issues discussed at the Committee meeting held on March 10, 2002.

## **OLD/NEW BUSINESS**

### **U. Mr. Craig Durfey**

Mr. Durfey will address the Commission on the issue of POST Training relating to peace officer contact with mentally ill and developmentally disabled individuals.

### **V. Report of the Commission Nominating Committee**

Election of Officers

### **W. Scheduling of 2003 Commission Dates**

At the January 2002 Commission meeting, the following dates were recommended for the 2003 Commission meetings.

January 30, 2003  
April 17, 2003  
July 17, 2003

**FUTURE 2002 COMMISSION MEETINGS**

July 18, 2002, Hyatt Regency, San Francisco Airport  
November 21, 2002, Hyatt Regency, Monterey

**ADJOURNMENT**

# COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

*The mission of the California Commission on Peace Officer Standards and Training is to continually enhance the professionalism of California law enforcement in serving its communities.*



## COMMISSION MEETING MINUTES

Thursday, January 31, 2002

Mission Inn

3649 Mission Inn Avenue

Riverside, CA 92501

Chairman William Kolender called the Commission meeting to order at 10:00 a.m.

### FLAG SALUTE AND WELCOMING ADDRESS

Gray Davis  
Governor

Bill Lockyer  
Attorney General

The Color Guard from the Riverside Police Department posted the colors. Commissioner Flannagan led the pledge of allegiance.

### MOMENT OF SILENCE HONORING THOSE WHO HAVE GIVEN THEIR LIVES IN THE LINE OF DUTY OVER THE PAST YEAR

Chairman Kolender expressed gratitude that there had been no peace officers killed in the line of duty since the last Commission meeting. There was a moment of silence to honor those that have given their lives in the line of duty this past year and, in particular, on September 11, 2001.

### ROLL CALL OF COMMISSION MEMBERS

A calling of the roll indicated a quorum was present.

#### Commissioners present:

Patrick Boyd  
Marc Cobb  
George (Joe) Flannagan  
James P. Fox  
Monty Holden  
Ted Hunt  
William Kolender  
Arthur Lopez  
Rana Sampson  
Laurie Smith

#### Commissioners absent:

Lee Baca  
Bud Hawkins

## **INTRODUCTIONS**

### **Visitors present:**

Alex Bernard, POST Advisory Committee  
Jackie Rubin, Contra Costa Sheriff's Office  
Skip Murphy, San Diego Sheriff's Office  
Al Snook, candidate for 68<sup>th</sup> Assembly District  
Norman Cleaver, California Academy Directors' Assn./ POST Advisory Committee  
Tom McMahon, Sacramento Sheriff's Dept.  
Sandra Redding, California Highway Patrol, POST Advisory Committee  
Dave Dominguez, Riverside P.D.  
Larry Smith, Riverside County Sheriff  
Jeff Bell, Shafter P.D.  
George Gascon, Los Angeles P.D.  
Craig A. Durfey, P.R.D.D.C.  
Ron Dye, Riverside Sheriff's Office  
Greg Kyrtsis, San Bernardino County Sheriff's Office  
Lee Watkins, San Bernardino County Sheriff's Office  
Joe Brann, Brann & Associates  
Mike Smith, Riverside P.D.  
Martin Medina, R.C.C.  
Gary Barnes, R.C.C.  
John Zrofsky, Shafter P.D.  
Chris Arriola, Governor's Panel on Racial Profiling  
Joseph T. Rouzan, Governor's Panel on Racial Profiling

### **Staff present:**

Kenneth J. O'Brien, Executive Director  
Dick Reed, Assistant Executive Director  
Hal Snow, Assistant Executive Director  
Mike DiMiceli, Assistant Executive Director  
Ray Bray, Bureau Chief, Training Program Services  
Alan Deal, Bureau Chief, Public Information/Legislative Liaison  
Tom Liddicoat, Administrative Services  
Bud Lewallen, Bureau Chief, Basic Training  
Paula Burnette, Bureau Chief, Standards & Evaluation  
Ron Crook, Training Program Services  
Janice Bullard, Training Program Services  
Anita Martin, Commission Secretary

## **WELCOMING REMARKS**

Chief Russ Leach, of Riverside Police Department, welcomed the Commission and visitors to Riverside and expressed his appreciation for the moment of silence to honor fallen peace officers.

Larry Smith, Sheriff of Riverside County, welcomed the Commission and visitors to Riverside and extended an invitation to all to tour the Sheriff's facilities.

Captain Dave Dominguez of Riverside Police Department and President of California Peace Officers Association, also welcomed the Commission and staff to the city of Riverside.

## **APPROVAL OF MINUTES**

- A. MOTION - Fox, Second - Hunt, carried unanimously to approve the Minutes of the December 13, 2001, meeting at the Hyatt Regency Hotel, Long Beach, California.

## **CONSENT CALENDAR**

MOTION - Smith, Second - Holden, carried unanimously to approve the following items on the Consent Calendar:

- B.1 Course Certification Report
- B.2 Financial Report - Second Quarter FY 2001 - 2002.
- B.3 Anti-Terrorism: A Special POST Broadcast
- B.4 Approval of Revised Medical Screening Guidelines
- B.5 Annual Review of Command College Tuition for Non-Reimbursable Agencies
- B.6 Sherman Block Supervisory Leadership Institute Tuition for Non-Reimbursable Agencies
- B.7 POST Grant Proposals
- B.8 Resolution for Retiring Chief Melvin E. "Mel" Nichols of Redondo Beach Police Department.
- B.9 Plaque to Honor Former Commissioner Tom Knutson

Chairman Kolender advised that former Commissioner Tom Knutson was unable to attend the Commission meeting due to a scheduling conflict. Dr. Knutson served on the Commission from May 1997 to November 2000 and did an outstanding of job. Chairman Kolender directed staff to present the plaque to former Commissioner Knutson at a later date.

## **BASIC TRAINING BUREAU**

### **C. Proposed Changes to Basic Course Curriculum**

Staff reported that the Regular Basic Course content is regularly reviewed by POST staff and curriculum consultants to determine when revisions are necessary. The proposed changes to the training and testing specifications for Learning Domains #23, Crimes in Progress, and #36, Information Systems, are the result of these reviews and significantly modify portions of the domains.

All proposed changes were reviewed and endorsed by the Consortium of Academy Directors.

MOTION - Lopez, Second - Boyd, carried unanimously to approve the changes as described in the staff report. If there is no request for a public hearing, the changes will go into effect July 1, 2002.

### **D. Proposed Changes to Specialized Investigators' Basic Course**

In the development of four student workbooks for the Specialized Investigators' Basic Course (SIBC), the learning domain content was reviewed in an effort to alter the curriculum to reflect training needs, comply with legislatively-mandated subject matter and changes in the law, or improve student learning and evaluation. The proposed modifications include: 1) new training specifications for the four investigative-specific learning domains (60's series) and folding those domains into the document, *Training and Testing Specifications for Peace Officer Basic Courses*; 2) eliminating the document, *Training Specifications for the Specialized Investigators' Basic Course*; and, 3) increasing the minimum hourly requirement for the course to 591 hours.

MOTION - Sampson, Second - Boyd, carried unanimously to approve the changes as described in the staff report, to be adopted pursuant to the Administrative Procedures Act by using the Notice of Proposed Regulatory Action Process.

## **EXECUTIVE OFFICE**

### **E. Proposed Training Requirements for Racial Profiling Mandate**

Staff reported that Penal Code section 13519.4(f) requires POST to develop mandated initial and refresher training for peace officers on racial profiling. Staff has developed a proposed four-hour minimum training course to meet the training requirement. This was accomplished in collaboration with the Governor's Racial Profile Panel, as required by law. Additionally, input was sought and received from law enforcement trainers and agencies, subject matter experts, attorneys, and community groups. Close attention was given to details of the law requiring certain curriculum be included in the training course.

Staff described the proposed training course as follows: The proposed training must be done in a classroom setting since there is considerable trainee interactivity built into the course, and several scenarios have been videoed that will cause trainees to interact among themselves and with the facilitators, as required by the legislation. The training is designed to cause trainees to analyze their individual motives and behaviors in making citizen contacts. In addition to this self-analysis, the training will provide tools for reporting, communicating with the public, describing suspects in greater detail than heretofore, and appreciating the consequences of racial profiling. Considerable emphasis is given to the distinction between legal and illegal stops of citizens.

Although bias-based policing is addressed, the focus of the course is on racial profiling, as required by the law. Two or three two-day workshops are planned for trainers who will be the facilitators of this training. They will be provided tools to return to their respective communities to develop focus groups to ascertain local problems and identify community leaders to help conduct the training.

In addition to the four-hour initial course, a two-hour refresher course to be completed every two years is also proposed. The refresher course would review applicable initial training, as well as cover updates on changes in the law and practices related to racial profiling. It is suggested that the officers complete the training by the end of July 2004, which will give agencies approximately two years to complete the training.

At a later date, staff intends to present to the Commission a proposed curriculum to be included in the basic course that will satisfy the initial training requirement.

The law requires that the training be available by January 1, 2002, therefore, the recommendation of staff is for the Commission to approve the proposed curriculum, subject to input received through the Notice of Public Hearing. There was a discussion concerning pilot testing and a possible public hearing on this issue. Staff explained that, with the concurrence of Senator Murray and the Racial Profile Panel, the deadline for implementation of the training was extended beyond the January 1, 2002, date.

Christopher Arriola and Joseph Rouzan, members of the Governor's Panel on Racial Profiling, were present on behalf of the Panel, and gave testimony concerning this issue. Mr. Arriola stated the panel deferred judgment on the curriculum at this time to allow continued collaboration on the proposed Racial Profile training. Mr. Rouzan stated that the Panel believed it would be a grave error to go forward with the training without obtaining input from the public. During the discussion, he stated that while the written curriculum is acceptable, there is a need for the Panel to be more closely involved in the actual production of the video. The Panel's goal is to allow public discussion and input into the Program. Mr. Rouzan stated that he usually conducts meetings of this nature with his constituents in various churches throughout the state. He affirmed that it would not be expected or necessary for POST to be involved in the funding of such meetings.

Executive Director Ken O'Brien explained that there has been a determined effort to seek input from not only law enforcement, but also a broad-spectrum of individuals throughout

the State. Director O'Brien further stated that the Panel had earlier given him to understand that they were in agreement that the program was a relatively good one that would merely need adjustments as it went along. He stated that POST shares the Panel's concern that the program ultimately be one of high quality that supports the needs of the public.

Director O'Brien explained that the Commission's focus today is whether to schedule this matter for a public hearing in April 2002. During the interim, the pilot course will be presented and adjustments will be made to the program in an effort to improve and strengthen the curriculum. The April hearing could be delayed if revisions to the course were not completed by that time.

Both Mr. Rouzan and Mr. Arriola concurred that the April Commission meeting would be acceptable for the public hearing on the Racial Profiling Program.

MOTION - Fox, Second - Lopez, carried unanimously that the public hearing on this issue be scheduled for the April 11, 2002, Commission meeting.

F. Proposed Changes to POST Certificate Requirements

Staff reported that in response to POST Strategic Plan Objective C.10, the requirements for POST's certificates have been reviewed with input from a committee comprised of California law enforcement and trainers, including representatives from professional organizations and labor organizations. Requirements for POST certificates have not been updated since their inception in the late 1960's. Conditions cited in the report have lessened the need for officers to exert initiative to obtain a college education. The recommended changes to certificate requirements include:

- Intermediate and Advanced - elimination of lower end options for qualifying that involve acquiring training and education points.
- Supervisory - an increase in the educational requirement from 60 semester units to an A.A. degree or 60 semester units from a four year college.
- Management and Executive - increasing the educational requirement from 60 semester units to a B.A. degree.

The proposed changes would not affect incumbent officers or those appointed before January 1, 2003. The new requirement would affect only those appointed after this date.

Because the proposed changes can impact some bargaining agreements in which agencies establish pay incentive programs on the award of POST certificates, a public hearing is recommended to consider the changes.

Alex Bernard, Chairman of the Advisory Committee, reported the Committee supports the change but believes that more time is needed to allow constituents to respond. The



Advisory Committee recommends a public hearing be set for the July 2002 Commission meeting.

MOTION - Fox, Second - Sampson, carried unanimously that the Public Hearing on Proposed Changes to Certificate Requirements be scheduled for the July 18, 2002, Commission meeting.

## **STANDARDS AND EVALUATIONS**

### **G. Contract Request for Assistance in the Development of Pre-Employment Personality/Integrity Assessment for Peace Officers**

Staff reported that the Commission has contracted with Dr. Deniz Ones since November 2000 to perform various services in support of Strategic Plan Item A. 1 Component II: the revision of the POST psychological screening guidelines. Component I of this Strategic Plan item calls for the creation and/or identification of a pre-offer measure of integrity and associated personality structure for selecting entry level peace officers. Dr. Ones is an internationally-recognized expert in the field of personality assessment in personnel selection. In addition, she and her staff have developed expertise in the course of working on the POST psychological screening project. These factors make her uniquely qualified to provide the background research and development associated with the pre-offer personality assessment project.

James Fox, Chairman of the Finance Committee, reported that on January 30, the Finance Committee considered this item and recommends approval.

MOTION - Fox, Second - Hunt, carried unanimously by ROLL CALL VOTE to authorize the Executive Director to initiate a contract with Dr. Deniz Ones in an amount not to exceed \$75,000.

## **TRAINING PROGRAM SERVICES**

### **H. Contract with the San Francisco Police Department for the Robert Presley Institute of Criminal Investigation (ICI) Core Course**

Staff reported that the Commission has previously approved a contract for fiscal year 2000/01 with the San Francisco Police Department for five presentations of the Robert Presley Institute of Criminal Investigation Core Course. The contract renewal for FY 2001/02 was inadvertently omitted when the Commission approved contracts at the May 2001 meeting. Because of budgetary constraints for this fiscal year, the contract is limited to only three presentations at an average cost of \$21,386. This is a decreased cost (-3.7%) from last year.

James Fox, Chairman of the Finance Committee, reported that on January 30, the Finance Committee considered this item and recommends approval.

MOTION - Hunt, Second - Boyd, carried unanimously by ROLL CALL VOTE to authorize the Executive Director to enter into a contract with the San Francisco Police Department in a total amount not to exceed \$64,158.

I. Proposed Expenditures from 2001/02 BCPs

Staff reported that the Commission had previously approved the redirection of FY 01/02 Budget Change Proposals (BCPs) #3 and #4, totaling \$4.75 million, to the projected \$4.8 million budget deficit. The Department of Finance approved the redirection of \$2.8 million, however the remaining \$1.95 million is to be spent on items approved for purchase within the scope of the BCPs. In accordance with that direction and with approval of the Commission, the following items will be purchased with the remaining funds:

- 1) \$374,000 for the development of DVD multimedia training programs
- 2) \$850,000 to replace driving simulators at the Modesto Ray Simon Training Center and the Butte Training Center
- 3) \$625,000 to fund a Regional Training Center in Kings/Tulare County
- 4) \$100,000 to purchase 20 Dispatcher Simulators.

James Fox, Chairman of the Finance Committee, reported that on January 30, the Finance Committee considered this item and recommends approval.

MOTION - Fox, Second - Sampson, carried unanimously by ROLL CALL VOTE, to authorize the Executive Director to enter into contracts for the above four items, for an amount not to exceed \$1.95 million.

J. Contract Augmentation for the Management Fellow for the Violence Against Women Act (VAWA) Grant

In August 2001, the Commission approved a contract in the amount of \$120,000, for the position of management fellow to serve as the assistant coordinator of the VAWA grant. Since then, the individual selected was promoted and has received an increase in salary in the amount of \$7,818. This contract adjustment is necessary to cover the agency's salary increase and will be entirely reimbursed from the VAWA grant.

James Fox, Chairman of the Finance Committee, reported that on January 30, the Finance Committee considered this item and recommends approval.

MOTION - Hunt, Second - Holden, carried unanimously by ROLL CALL VOTE to authorize the Executive Director to increase the contract amount for the management fellow by \$7,818 to bring her total salary to \$127,818.

## **COMMITTEE REPORTS**

### **K. Long Range Planning Committee**

Commissioner Kolender, Chairman of the Long Range Planning Committee, reported on the meeting held December 13, 2001, at the Hyatt Regency Hotel, Long Beach.

In addition to those issues already addressed, the Long Range Planning Committee received reports on the following matters:

1. Status Report on Integrating Leadership, Ethics, and Community Oriented Policing Throughout the Regular Basic Course.

Following discussion, the Committee accepted the report, and directed staff to continue the work as planned and described, and to report to the Commission at the April 2002 meeting.

2. Status Report on Providing Additional Flexibility for Meeting Continuing Professional Training (CPT) Requirements.

The informational report addressed the feasibility of providing additional flexibility for meeting the CPT requirement by recognizing certain college educational courses. After a discussion, the Committee directed staff to discontinue further work on this assignment.

3. Quarterly Report on the Implementation of the Strategic Plan

The Committee accepted the report.

4. Status Report on Integrating Ethics Into POST Training Courses

The Committee accepted the report.

5. Creation of New Selection Standards for the Chief of Police Position

The staff report concluded that the California Constitution has vested in the local hiring jurisdiction the exclusive authority to establish the selection requirements for the position of Chief of Police. As a result, the Commission may lack the authority to impose additional selection standards. The Committee accepted the report.

6. Status Report on Contract Adjustments

This informational report summarized the adjustments to two training contracts that will make approximately \$329,000 available for redirection to other needs during this fiscal year. The Committee accepted the report.

7. Report on the Origin and Revision of the POST Strategic Plan

The Committee, after a discussion of whether to create an independent oversight committee for the revision and implementation of the Strategic Plan, decided to: 1) retain the responsibility for oversight of the implementation of the Strategic Plan and directed staff to: 2) continue the annual update process that is in place; 3) submit quarterly reports and the annual update report first to the Advisory Committee; and 4) submit the quarterly report and the annual update reports, including comments and recommendations from the Advisory Committee, to the following meeting of the Long Range Planning Committee.

The Committee adjourned after designating March 7, 2002, as the next meeting date.

L. Advisory Committee

Alex Bernard, Chairman of the POST Advisory Committee, reported on the results of the meetings held on January 29 and 30, 2002, in Riverside. In addition to those issues already addressed by the Commission, he reported the following actions taken by the Committee:

On January 29<sup>th</sup>, the Committee met to consider recommendations for recipients for the Governor's Awards for Excellence in Peace Officer Training. The Committee recommendations are as follows:

**Individual Award** - Lieutenant John Kane, Jr., Sacramento Sheriff's Department  
(Runner-Up - Lieutenant Todd Rodgers, Los Angeles Sheriff's Department)

**Lifetime Achievement Award** - Chief Ronald Lowenberg, Huntington Beach Police Department  
(Runner-Up - Special Agent Supervisor Robert Pannal, California Department of Justice)

**Organizational Award** - San Bernardino County Sheriff's Department, Use of Force  
(Runner-Up - California Narcotics Association)

MOTION - Flannagan, Second - Cobb, carried unanimously to accept the above recommendations of the Advisory Committee.

It was noted that the Governor's Awards ceremony is scheduled for March 20, 2002, at the Sheraton Grand, 1230 J Street, Sacramento.

Commissioner Hunt commented that Commander George Gascon, Los Angeles Police Department, was a Governor's Award nominee and should be informally recognized for his outstanding achievement in the field of training.

On January 30<sup>th</sup>, the Advisory Committee reviewed the full January 31, 2002, Commission Agenda and Mr. Bernard reported that the only issue of concern had been Item F - Proposed Changes to POST Certificate Requirements.

Additionally, Mr. Bernard reported that POST staff had provided the Committee with an informative presentation on the operation of DVDs.

Advisory Committee Chairman Bernard also stated that the meeting time schedule change between the Finance and Advisory Committees had proved beneficial; The Advisory Committee was better able to make suitable recommendations on fiscal matters upon being advised of the actions of the Finance Committee.

M. **Finance Committee**

Commissioner James Fox, Chairman of the Finance Committee, reported on the meeting held on January 30, 2002, in Riverside.

In addition to those items already addressed, the Finance Committee discussed the following matters:

**Current Year Budget**

Commissioner Fox reported that the amount of revenue received by POST is more than had been projected (\$2.4 million), however, that sum is \$6.9 million less than POST received last year.

The number of trainees reimbursed has increased significantly over the number reimbursed during the same time period last fiscal year. To date, over 42,000 officers have been trained as compared to 27,000 during last year.

The Committee reviewed projected expenditures for the balance of this fiscal year. Although in November 2001, POST had a projected deficit of \$4.8 million, due to various actions taken by staff, there is now a projected reserve of \$729,000.

The Governor's proposed Budget indicates a transfer of \$18,706,000 to POST from the Driver Training Penalty Assessment Fund; if duly received, that will eliminate the need for legislation establishing a new formula for the Penalty Assessment Fund.

Finally, the Committee reviewed annually recurring contracts and recommended that new contracts be negotiated for FY 2002-2003.

N. **Legislative Review Committee**

Commissioner Laurie Smith, Chair of the Legislative Review Committee, reported on actions taken by the Committee on January 31, 2002.

There were a number of two-year bills designated as "of interest to POST", but since they failed to pass the house of origin by January 31, 2002, they have automatically died.

Efforts by staff to stabilize POST's funding by legislation were unsuccessful because such a measure would take a two-thirds vote to pass the Legislature. This did not seem likely considering the huge funding deficit the State is now facing.

New legislation of interest to POST, AB 74 (Washington) entitled "Interception of Communication", would make it easier to capture communication related to terrorist activity. An individual cannot conduct such investigations unless the Attorney General has certified that person, and critical to the certification is POST training. Since this is an unfunded mandate, the Legislative Review Committee recommended a neutral position by the Commission.

The Committee also reviewed legislative measures that would impact terrorism. Since many of the bills in this category would require a large amount of funding, they are not expected to move beyond their respective policy committees at this time.

MOTION - Boyd, Second - Lopez, carried unanimously to approve each of the Committee reports.

## **OLD/NEW BUSINESS**

### **O. Appointment of Nominating Committee**

Chairman Kolender made the following appointments to the Nominating Committee:

- Commissioner Laurie Smith, Chairman
- Commissioner Patrick Boyd
- Commissioner Rana Sampson

### **P. 2003 Commission Dates**

The following dates are recommended for 2003 Commission meetings and will be confirmed at the April 11, 2002, meeting in Culver City:

January 30, 2003  
April 17, 2003  
July 17, 2003  
October 16, 2003

**FUTURE 2002 COMMISSION DATES AND LOCATIONS**

July 18, 2002, Hyatt Regency, San Francisco Airport  
November 21, 2002, Hyatt Regency Hotel, Monterey

Adjournment: 1:15 p.m.

Respectfully,

*Anita Martin*

Anita Martin  
Commission Secretary

# COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

## COMMISSION AGENDA ITEM REPORT

<b>Agenda Item Title</b> Course Certification/Decertification Report		<b>Meeting Date</b> April 10, 2002
<b>Bureau</b> Training Delivery Bureau	<b>Reviewed By</b> Tom Hood <i>[Signature]</i>	<b>Researched By</b> Rachel S. Fuentes <i>[Signature]</i>
<b>Executive Director Approval</b> <i>Kenneth J. DiBrien</i>	<b>Date of Approval</b> 3-21-02	<b>Date of Report</b> March 21, 2002
<b>Purpose</b> <input type="checkbox"/> Decision Requested <input checked="" type="checkbox"/> Information Only <input type="checkbox"/> Status Report		<b>Financial Impact:</b> <input type="checkbox"/> Yes (See Analysis for details) <input checked="" type="checkbox"/> No

In the space provided below, briefly describe the **ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION**. Use additional sheets if required.

The following courses have been certified or decertified during the third quarter of the FY 2001-02.

### CERTIFIED

<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>
1. Sexual Assault Investigation	CSU, Sacramento	Technical	IV
2. Team Building Workshop	Robert Norman	TBW	III
3. Mediation/for Patrol Officers	RCPI, San Diego	Technical	IV
4. Computer Internet Crime Inv.	Culver City P.D.	Technical	N/A
5. Hate Crime Inv. (ICI)	San Diego RTC	Technical	IV
6. Rapid Deployment for 1 <sup>st</sup> Responder	Santa Monica P.D.	Technical	IV
7. Arrest & Control Update	Orange County S.D.	Technical	II*
8. Firearms/Tactical Rifle	Fresno County S.D.	Technical	IV
9. Explosives Recog. 1 <sup>st</sup> Responder	State Center Regional TF	Technical	IV
10. Force Option Simulator	Kern County S.D.	Technical	II*
11. Driver Training Simulator	Kern County S.D.	Technical	II*
12. CPR/First Aid	Yuba College	Technical	IV
13. Spanish for Law Enforcement	Shasta College	Technical	N/A
14. Dispatcher Supervisory Update	Sacramento P.D.	Supv. Trng.	IV
15. Information Systems	San Francisco P.D.	Technical	IV

\*Back-fill approved courses



CERTIFIED (Continued)

<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>
16. Tools for Tolerance-Command Staff	Museum of tolerance	Mgmt. Trng.	IV
17. Homicidal Drowning Inv.	Alameda County S.D.	Technical	IV
18. Field Training Officer Update	Riverside County S.D.	Technical	II*
19. Child Abuse, Sexual Exploitation	Stanislaus County S.D.	Technical	IV
20. Lifetime Fitness for L.E.	Fullerton College	Technical	N/A
21. Witness Protection	Alameda County S.D.	Technical	IV
22. Crisis Intervention Response Team	Ventura Regional CJTC	Technical	IV
23. Skills & Knowledge Modular Training	CSU, Northridge DPS	Technical	IV
24. Force Option Simulator	South Bay Reg. PSTC	Technical	II* (contract)
25. Records	Contra Costa County S.D.	Technical	IV
26. Emergency First Aid-Trauma Care	Alameda County S.D.	Technical	IV
27. Field Training Officer	Contra Costa County S.D.	Technical	II*
28. Expert Witness	San Jose P.D.	Technical	IV
29. Bomb Technician Update	Orange County S.D.	Technical	IV
30. Sexual Assault Investigation	Contra Costa County S.D.	Technical	II*
31. Executive Secretary	Contra Costa County S.D.	Technical	N/A
32. Supervisory Course	Contra Costa County S.D.	Supv. Course	IV
33. Dispatcher Update, PS	Contra Costa County S.D.	Technical	IV
34. Baton Instructor Update	Contra Costa County S.D.	Technical	II*
35. Baton/Impact Weapons Instructor	Contra Costa County S.D.	Technical	II*
36. Defensive Tactics Instructor Update	Contra Costa County S.D.	Technical	II*
37. Traffic Collision Reconstruction	Contra Costa County S.D.	Technical	III
38. Traffic Collision Investigation-Adv.	Contra Costa County S.D.	Technical	IV
39. Supervisory Course, Civilian	Contra Costa County S.D.	Technical	IV

\*Back-fill approved courses

**CERTIFIED (Continued)**

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>
40.	Traffic Collision -Skidmark Analysis	Contra Costa County S.D.	Technical	IV
41.	Traffic Collision Investigation	Contra Costa County S.D.	Technical	IV
42.	Traffic Collision -Computer Diagram	Contra Costa County S.D.	Technical	IV
43.	Radar Operator	Contra Costa County S.D.	Technical	IV
44.	Drug Influence - H&S 11550	Contra Costa County S.D.	Technical	IV
45.	Driver Training Simulator	South Bay Regional PSTC	Technical	II* (Contract)
46.	Instructor Development	Fullerton College	Technical	N/A
47.	Motorcycle Dual Purpose	Los Angeles County S.D.	Technical	IV
48.	Training Conference	No. CA Outlaw Motorcycle Gang Investigators Assn.	Technical	N/A
49.	Wildlife Investigators	CA Dept. of Fish & Game	Technical	IV
50.	Aviation Security (832.1 P.C.)	Rio Hondo College	P.C. 832.1	IV
51.	Controlled Substance/Case Building	Marin County S.D.	Technical	IV
52.	Training Conference	CA Dept. of Insurance	Technical	N/A
53.	Level I Modular Training	San Bernardino Co. S.D.	BC-Modular Format	N/A
54.	Elder Abuse Investigation	Napa Valley College CJTC	Technical	IV
55.	Report Writing	Napa Valley College CJTC	Technical	IV
56.	Defensive Tactics Instructor	Contra Costa County S.D.	Technical	II*
57.	First Aid/CPR Instructor	Contra Costa County S.D.	Technical	IV
58.	Search Arrest Warrants	Contra Costa County S.D.	Technical	IV
59.	Civil Process	Contra Costa County S.D.	Technical	IV
60.	Officer Safety/Field Tactics Update	Shasta County S.D.	Technical	IV
61.	Drug Influence - 11550 H&S	College of the Redwoods	Technical	IV
62.	Firearms/Tactical Rifle	UC, Davis P.D.	Technical	N/A

\*Back-fill approved courses

**CERTIFIED (Continued)**

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>
63.	Hate Crimes (ICI)	CSU, San Jose	Technical	IV (contract)
64.	Special Weapons & Tactics Update	Antioch P.D.	Technical	IV
65.	Domestic Terrorism	Contra Costa County S.D.	Technical	IV
66.	Instructor Development	College of the Redwoods	Technical	IV
67.	Courtroom Procedure	Riverside County S.D.	Technical	IV
68.	Tactical Rappel Master	San Bernardino County S.D.	Technical	IV
69.	Extradition Training	San Diego Co. D.A.'s Office	Technical	IV
70.	Level III Modular Training, Part 2	Rio Hondo College	BC-Modular Format	N/A
71.	Level II Modular Training	Rio Hondo College	BC-Modular Format	N/A
72.	Air Crew	Los Angeles P.D.	Technical	IV
73. - 82.	There was 10 additional IVD/CD ROM courses certified as of 3-21-01. To date, 287 IVD/CD ROM certified presenters have been certified and 1,098 IVD/CD ROM courses certified .			
83. - 86.	There was 4 additional Telecourses certified as of 3-21-01. To date, 471 Telecourse presenters have been certified.			

**DECERTIFIED**

	<u>Course Title</u>	<u>Presenter</u>	<u>Course Category</u>	<u>Reimbursement Plan</u>
1.	Bicycle Patrol	Hayward P.D.	Technical	IV
2.	Reserve Training Module D	San Bernardino County S.D.	BC-Reserve Format	N/A
3.	Basic Course-Trans. Part 2	Santa Rosa Center	BC-Transition	N/A
4.	Reserve Training Module D	Ray Simon CJTC	BC-Reserve Format	N/A
5.	Reserve Training Module D	Kern County S.D.	BC-Reserve Format	N/A
6.	Internet Crime Inv., Intro	Culver City P.D.	Technical	N/A
7.	Instructor Dev. - Extended	Fullerton College	Technical	N/A
8.	Arrest and Firearms (PC 832)	Los Angeles P.D.	P.C. 832	N/A

\*Back-fill approved courses

TOTAL CERTIFIED	<u>72</u>
TOTAL PROPOSITION 115 CERTIFIED	<u>0</u>
TOTAL TELECOURSES CERTIFIED	<u>4</u>
TOTAL IVD/CR-ROM COURSES CERTIFIED	<u>10</u>
TOTAL DECERTIFIED	<u>8</u>
TOTAL MODIFICATIONS	<u>118</u>

4,726 Skills & Knowledge Modules certified as of 3-21-01  
 1,098 IVD/CR-ROM courses as of 3-21-01  
     471 Telecourses as of 3-21-01  
 2,912 Other Courses certified as of 3-21-01  
     786 Certified Presenters

THE THIRD QUARTER FINANCIAL REPORT  
WILL BE PROVIDED AT THE MEETING.

# COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

## COMMISSION AGENDA ITEM REPORT

<b>Agenda Item Title</b> NEW AGENCY - Nevada County District Attorney		<b>Meeting Date</b> April 11, 2002
<b>Bureau</b> Information Services Bureau	<b>Reviewed By</b> Paul Harman, Chief <i>Paul Harman</i>	<b>Researched By</b> Bob Spurlock <i>Bob Spurlock</i>
<b>Executive Director Approval</b> <i>Ken O'Brien</i>	<b>Date of Approval</b> 2-27-02	<b>Date of Report</b> February 25, 2002
<b>Purpose</b> <input type="checkbox"/> Decision Requested <input checked="" type="checkbox"/> Information Only <input type="checkbox"/> Status Report		<b>Financial Impact:</b> <input checked="" type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the **ISSUE**, **BACKGROUND**, **ANALYSIS**, and **RECOMMENDATION**. Use additional sheets if required.

### ISSUES

The Nevada County District Attorney's Office is seeking entry into the POST Regular (Reimbursable) Program on behalf of its investigators.

### BACKGROUND

The provisions of Section 830.1 of the Penal Code permit a District Attorney's Office to employ sworn investigators. The Nevada County Board of Supervisors has submitted the proper documentation supporting POST objectives and regulations.

### ANALYSIS

The Nevada County District Attorney's Office has four full-time investigators. Adequate background investigations have been conducted and the agency is complying with POST Regulations.

### RECOMMENDATION

The Commission be advised that the Nevada County District Attorney's Office be admitted into the POST Regular (Reimbursable) Program consistent with Commission Policy.

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

**COMMISSION AGENDA ITEM REPORT**

Agenda Item Title <b>Public Safety Dispatcher Program</b>		Meeting Date <b>April 11, 2002</b>
Bureau <b>Information Services Bureau</b>	Reviewed By <b>Paul Harman, Chief</b> <i>Paul Harman</i>	Researched By <b>Bob Spurlock</b> <i>Robert Spurlock</i>
Executive Director Approval <i>Kenneth J. O'Brien</i>	Date of Approval <b>2-27-02</b>	Date of Report <b>February 25, 2002</b>
Purpose <input type="checkbox"/> Decision Requested <input checked="" type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input checked="" type="checkbox"/> No

In the space provided below, briefly describe the **ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION**. Use additional sheets if required.

**ISSUE**

Acceptance of agencies into the Public Safety Dispatcher Program.

**BACKGROUND**

The agencies shown on the attached list have requested participation in the POST Reimbursable Public Safety Program pursuant to Penal Code Sections 13510(c) and 13525. The agencies have agreed to abide by POST Regulations and have passed ordinances as required by Penal Code Section 13522.

There are currently 370 agencies participating in the program.

**ANALYSIS**

All of the agencies presently employ full-time dispatchers. The agencies have established minimum selection and training standards which equal or exceed the standards adopted for the program.

**RECOMMENDATION**

The Commission be advised that the subject agencies have been accepted into the POST Reimbursable Public Safety Dispatcher Program consistent with Commission policy.

# NEW AGENCIES IN THE PUBLIC SAFETY DISPATCHER PROGRAM

January 1, 2002- March 31, 2002

<u>Name</u>	<u>Ord/Res/Letter</u>	<u>Entry Date</u>
Corcoran Police Department	Ordinance No. 528	2-1-02
Lindsey Department of Public Safety	Ordinance No. 427	2-1-02
Tehama County Sheriff's Department	Ordinance No. 1771	3-25-02

There are currently 371 agencies participating in the program.



# COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

## COMMISSION AGENDA ITEM REPORT

Agenda Item Title Oakland Unified School District Police Department - Withdrawal from POST Regular (Reimbursable) Program		Meeting Date April 10, 2002
Bureau Information Services Bureau	Reviewed By Paul M. Harman, Chief <i>Paul M. Harman</i>	Researched By Bob Spurlock <i>Robert Spurlock</i>
Executive Director Approval <i>Kenneth L. O'Brien</i>	Date of Approval 2-27-02	Date of Report February 22, 2002
Purpose <input type="checkbox"/> Decision Requested <input checked="" type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input checked="" type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

### ISSUE

Remove the Oakland Unified School District Police Department from the POST Regular (Reimbursable) Program.

### BACKGROUND

The Oakland Unified School District Police Department disbanded on December 31, 2001. Documentation from the City of Oakland has been received advising POST of the action.

### ANALYSIS

Law enforcement services will be provided by the Oakland Police Department.

The change will have no impact on the POST budget.

### RECOMMENDATION

The Commission be advised the Oakland Unified School District Police Department has been removed from the POST Regular (Reimbursable) Program.

# COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

## COMMISSION AGENDA ITEM REPORT

Agenda Item Title <b>Public Hearing on Racial Profiling Training</b>		Meeting Date <b>April 10, 2002</b>
Bureau <b>Executive Office</b>	Reviewed By <b>Kenneth J. O'Brien</b>	Researched By <b>Hal Snow</b>
Executive Director Approval <i>Kenneth J. O'Brien</i>	Date of Approval <b>3-17-02</b>	Date of Report <b>February 15, 2002</b>
Purpose <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

### ISSUE:

Pursuant to Penal Code Section 13519.4 (f), should the Commission approve proposed training curriculum on racial profiling?

### BACKGROUND:

The Commission, at its January 31, 2002 meeting, set this matter for public hearing after receiving an initial staff report.

Penal Code Section 13519.4 (Attachment A) was amended effective January 1, 2001, to require:

1. The POST Commission to develop training on racial profiling by January 1, 2002.
2. Every law enforcement officer is required to complete this training.
3. In developing the training, POST is required to collaborate with a five-person panel appointed by the Governor and Legislature.
4. Each law enforcement officer described in subdivision (a) of Section 13510 shall complete refresher training every five years after completing the initial training.
5. POST to incorporate appropriate curriculum in the Basic Course.

In developing the initial training course, POST collaborated with both the Racial Profiling Panel and an Ad hoc Curriculum Committee (see Attachment B). Guiding this extensive development process were some assumptions (see Attachment C). In addition, Penal Code section 13519.4 establishes some minimum requirements for the curriculum including:

“The curriculum shall utilize the Tools for Tolerance for Law Enforcement Professionals framework and shall include and examine the patterns, practices, and protocols that make up racial profiling. In developing the training, the commission shall consult with appropriate groups

and individuals having an interest and expertise in the field of racial profiling. The course of instruction shall include, but not be limited to, adequate consideration of each of the following subjects:

- (1) Identification of key indices and perspectives that make up cultural differences among residents in a local community.
- (2) Negative impact of biases, prejudices, and stereotyping on effective law enforcement, including examination of how historical perceptions of discriminatory enforcement practices have harmed police-community relations.
- (3) The history and the role of the civil rights movement and struggles and their impact on law enforcement.
- (4) Specific obligations of officers in preventing, reporting, and responding to discriminatory or biased practices by fellow officers.
- (5) Perspectives of diverse, local constituency groups and experts on particular cultural and police-community relations issues in a local area."

Racial profiling on the part of law enforcement has become a highly publicized and controversial issue not only in California but throughout the nation. Most of the controversy surrounds the issues of the frequency of racial profiling and the collection of data on police car stops and searches in law enforcement. The issue of racial profiling engenders strong feelings from both law enforcement and some community members.

#### ANALYSIS:

To meet the initial training requirement, a four-hour course curriculum has been designed (see Attachment D). The recommended course contains, either in the outline or supporting videos, all of the legislatively required content. Guiding the development of the course content has been Assumption #2 (Attachment C) that the training should be structured and conducted in such a manner as to maximize awareness and acceptance by trainees. Extensive input was received from legal and other experts in the design of this training course.

The recommended minimum course hours of four were primarily based upon the recommendations of curriculum design experts who have the benefit of knowing exactly how much time is devoted to individual video segments. There is little doubt that individual course presenters certified to conduct this training will conduct courses that are longer in hours in order to enhance the instruction and to include locally determined topics. Additionally, staff will be able to verbally report on evaluations of one or more pilot presentations which should provide valuable insight into the proper minimum course length.

Since the course instructional methodology is mandated to be interactive and highly student participative, videos have been prepared by KPBS in San Diego under contract and guidance by POST. Key instructional points will be emphasized that are interspersed with scenarios to stimulate class discussion. It is anticipated the course will include facilitators who may represent

both law enforcement and, in some cases, community groups (see assumption #10 - Attachment C). The videos also serve to condense certain course topics so as to make effective use of instructional time.

The greatest challenge in designing the training course was the seemingly competing needs to make the training effective (that is to say causes the officers to self-examine motives for making car stops and subsequent searches) and, on the other hand, making the training acceptable to trainees of all ranks. Informal surveys by law enforcement agency administrators of their officers have revealed that many officers do not believe there is a problem with law enforcement conduct but, rather, the training mandate is misdirected and that it should have been directed to the public. The key factor included in the curriculum to help overcome this resistance is the unequivocal data indicating the public and most especially racial minorities perceive that there is a racial profiling problem. Effort has also been made to design the training in a way that is non-accusatory but candid about the consequences of racial profiling including perceived profiling.

The proposed initial training course intentionally does not address in any significant way results of data collection on car stops and searches by some law enforcement agencies. The reason for this is that this data can be subject to multiple interpretations. Instead, the training cites several public opinion polls that establish the fact there is strong public perceptions that police racial profiling exists.

The idea of broadening the curriculum to the broader issue of 'biased-based policing' was considered but ultimately resolved that the course should mirror what is required in the language of the law. At the same time, the course curriculum mentions in passing that racial profiling can be viewed as part of a larger perceived problem that law enforcement engages in discriminatory policing directed at sexual orientation, religious beliefs, national origins, and other aspects of individuals or groups. Therefore the proposed training course focuses primarily on racial profiling. In this connection, a working definition of racial profiling was developed for the course (see Attachment D, page 4) that "these factors can be one factor in the totality of circumstances, but they can never be the sole factor in establishing reasonable suspicion or probable cause."

As Attachment D indicates, the initial course objective is to provide students with an understanding of what racial profiling is and its negative impact upon individuals as well as communities. Students will be exposed to real-life examples designed to enhance their ability to critically analyze their own beliefs and distinguish between race as a legitimate factor in identifying a suspect and when it is not. Contrary to what some have hoped for, the training does not attempt to directly impact community attitudes and perceptions because it is thought this is outside the scope of POST's responsibilities under the law. Course curriculum also provides students with some useful tools for self-analysis, reporting, communicating with the public, describing criminal suspects in more precise terms, and appreciating the consequences of racial profiling.

Attachment E provides a copy of the suggested amendment to POST regulation 1081 that identifies the seven major topics for this initial course along with a minimum of four hours. Also recommended is proposed regulatory language for the two-hour refresher course that includes two major topics:

- A. Review of Applicable Initial Training
- B. Update on Changes in Law and Practices

It is anticipated that POST will develop additional video or telecourses to facilitate presenting this refresher training course.

To help ensure quality and standardization of training, staff, in consultation with field input, has developed a 24-hour Train-the-Trainer workshop. Under a separate agenda item, staff is proposing this workshop be made mandatory for all instructors and facilitators. Prospective training course presenters from around the State will be invited to send their facilitators. These events will serve to provide POST's videos for the training, to demonstrate how the training should be conducted, to explain the desirability and recommended process for conducting local community focus meetings, and to present course facilitator guide books.

One or two pilot presentations of the initial course will be conducted in March and early April when the videos are finalized for use. The pilot presentations are expected to result in only fine-tuning the training. If major changes are indicated, recommendations will be returned to the Commission for action. It is expected that course presenters can begin to be certified in June after the facilitator workshops have been completed.

As to the statutory requirement for the training to utilize the framework of the Museum of Tolerance, the training methodology will be highly student participative. Staff of the Museum has had extensive involvement in the course content and methodology. In addition, the Museum staff will be assisting staff with video production and facilitator workshops.

The enabling statute requires that POST make this training available by January 1, 2001. As indicated in this report, the course development process has necessarily had to be thorough and take into account many varying perspectives. Therefore, this proposed training is coming to the Commission somewhat beyond the statutory implementation date but should pose no problem. Staff is recommending that the Commission prescribe as part of its regulations (see Attachment E) that the recommended date for completing the training be set at two years beyond the date of Commission and Office of Administrative Law approval which would, therefore, be July 1, 2004. The enabling statute failed to specify a course completion date and based upon legal advice it would appear desirable for POST to assume this responsibility on behalf of law enforcement.

Proposed Regulation 1081 (a) (33) (Attachment E) specifies that the initial training requirement is satisfied by completing the Regular Basic Course after July 1, 2003. It is planned that the initial racial profiling curriculum will be incorporated into the Basic Course. Staff will be developing the appropriate Basic Course curriculum that parallels the initial training course and return to the Commission for approval.

The effective date of the training will be upon final approval of the Office of Administrative Law.

**RECOMMENDATION:**

Subject to the results of the public hearing, it is recommended the Commission approve the proposed training courses amending POST regulation 1081 (33).

**§ 13519.4. Racial and cultural diversity training; racial profiling**

(a) On or before August 1, 1993, the commission shall develop and disseminate guidelines and training for all law enforcement officers in California as described in subdivision (a) of Section 13510 and who adhere to the standards approved by the commission, on the racial and cultural differences among the residents of this state. The course or courses of instruction and the guidelines shall stress understanding and respect for racial and cultural differences, and development of effective, noncombative methods of carrying out law enforcement duties in a racially and culturally diverse environment.

(b) The course of basic training for law enforcement officers shall, no later than August 1, 1993, include adequate instruction on racial and cultural diversity in order to foster mutual respect and cooperation between law enforcement and members of all racial and cultural groups. In developing the training, the commission shall consult with appropriate groups and individuals having an interest and expertise in the field of cultural awareness and diversity.

(c) For the purposes of this section, "culturally diverse" and "cultural diversity" include, but are not limited to, gender and sexual orientation issues. The Legislature finds and declares as follows:

(1) Racial profiling is a practice that presents a great danger to the fundamental principals of a democratic society. It is abhorrent and cannot be tolerated.

(2) Motorists who have been stopped by the police for no reason other than the color of their skin or their apparent nationality or ethnicity are the victims of discriminatory practices.

(3) It is the intent of the Legislature in enacting the changes to Section 13519.4 of the Penal Code made by the act that added this subdivision that more than additional training is required to address the pernicious practice of racial profiling and that enactment of this bill is in no way dispositive of the issue of how the state should deal with racial profiling.

(4) The working men and women in California law enforcement risk their lives every day. The people of California greatly appreciate the hard work and dedication of law enforcement officers in protecting public safety. The good name of these officers should not be tarnished by the actions of those few who commit discriminatory practices.

(d) "Racial profiling" for purposes of this section, is the practice of detaining a suspect based on a broad set of criteria which casts suspicion on an entire class of people without any individualized suspicion of the particular person being stopped.

(e) A law enforcement officer shall not engage in racial profiling.

(f) Every law enforcement officer in this state shall participate in expanded training as prescribed and certified by the Commission on Peace Officers Standards and Training. Training shall begin being offered no later than January 1, 2002. The curriculum shall be created by the commission in collaboration with a five-person panel, appointed no later than March 1, 2001,

as follows: the Governor shall appoint three members and one member each shall be appointed by the Senate Committee on Rules and the Speaker of the Assembly. Each appointee shall be appointed from among prominent members of the following organizations:

(1) State Conference of the NAACP.

(2) Brotherhood Crusade.

(3) Mexican American Legal Defense and Education Fund.

(4) The League of United Latin American Citizens.

(5) American Civil Liberties Union.

(6) Anti-Defamation League.

(7) California NOW.

(8) Asian Pacific Bar of California.

(9) The Urban League.

(g) Members of the panel shall not be compensated, except for reasonable per diem expenses related to their work for panel purposes.

(h) The curriculum shall utilize the Tools for Tolerance for Law Enforcement Professionals framework and shall include and examine the patterns, practices, and protocols that make up racial profiling. This training shall prescribe patterns, practices, and protocols that prevent racial profiling. In developing the training, the commission shall consult with appropriate groups and individuals having an interest and expertise in the field of racial profiling. The course of instruction shall include, but not be limited to, adequate consideration of each of the following subjects:

(1) Identification of key indices and perspectives that make up cultural differences among residents in a local community.

(2) Negative impact of biases, prejudices, and stereotyping on effective law enforcement, including examination of how historical perceptions of discriminatory enforcement practices have harmed police-community relations.

(3) The history and the role of the civil rights movement and struggles and their impact on law enforcement.

(4) Specific obligations of officers in preventing, reporting, and responding to discriminatory or biased practices by fellow officers.

(5) Perspectives of diverse, local constituency groups and experts on particular cultural and police-community relations issues in a local area.

(i) Once the initial basic training is completed, each law enforcement officer in California as described in subdivision (a) of Section 13510 who adheres to the standards approved by the commission shall be required to complete a refresher course every five years thereafter, or on a more frequent basis if deemed necessary, in order to keep current with changing racial and cultural trends.

(j) The Legislative Analyst shall conduct a study of the data being voluntarily collected by those jurisdictions that have instituted a program of data collection with regard to racial profiling, including, but not limited to, the California Highway Patrol, the City of San Jose, and the City of San Diego, both to ascertain the incidence of racial profiling and whether this collection serves to address and prevent such practices, as well as to assess the value and efficacy of the training herein prescribed with respect to preventing local profiling. The Legislative Analyst may prescribe the manner in which the data is to be submitted and may request that police agencies collecting such data submit it in the requested manner. The Legislative Analyst shall provide to the Legislature a report and recommendations with regard to racial profiling by July 1, 2002. (Added by Stats.1990, c. 480 (S.B.2680), § 1. Amended by Stats.1992, c. 1267 (A.B.401), § 2; Stats.2000, c. 684 (S.B.1102), § 1.)

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**Racial Profile Training**  
**Assumptions About the Training**

1. The training should be effective and meet the requirements of P.C. Section 13519.4.
2. The training should be structured and conducted in such a manner as to maximize awareness and acceptance by trainees.
3. The training should be presented in a cost effective manner, i.e., locally/regionally.
4. The training should make use of adult experiential, participative learning techniques as exemplified by the Museum of Tolerance.
5. To standardize the delivery of this training, POST will: 1) make available course facilitator workshops, 2) prepare a course facilitator manual, and 3) develop and make available supporting videos.
6. The training will make use of law enforcement facilitators as well as community resource people as instructional staff representative of the racial and ethnic composition of California.
7. At least one pilot presentation of the training course will be conducted.
8. The training curriculum design will include input from law enforcement, trainers, curriculum design specialists, community members, and the Racial Profile Panel.
9. Funding for the training will occur in the usual manner of unfunded training mandates, i.e., instructional costs are to be borne by course presenters seeking certification.
10. Each course presenter, as part of the considerations for receiving POST course certification, be encouraged to conduct at least one community focus group meeting with representatives of community groups in their area for the purposes of: (1) imparting information about the required racial profile training, (2) identifying potential community trainers, and (3) receiving information about local community perceptions and issues.  
Note: Guidelines for conducting community focus group meetings would be presented to attendees of the POST Racial Profiling Facilitators Workshop.
11. As part of this training mandate, POST will establish two training mandates: 1) one for initial training and 2) one for refresher training.
12. Because the law omits establishing a mandatory completion date for satisfying the training requirement, POST will identify for law enforcement a recommended date that will be two years after the training requirement has been approved by the Commission. This will provide opportunity for law enforcement agencies to budget and schedule their officers for training.

## Initial Racial Profiling Curriculum

**Course Objective:** This course will provide students with an understanding of what racial profiling is and the negative impact it can have, not only on the individual targeted, but an entire community, as the practice of racial profiling or bias-based policing can compromise public trust. Students will learn that stereotyping of any group of people can lead to racial profiling or bias-based policing practices. Finally, students will be exposed to real-life examples designed to enhance their ability to critically analyze their own beliefs, and distinguish between when race is a legitimate factor in identifying a suspect, and when it is not.

### I. WHY ARE WE HERE?

#### A. RACIAL PROFILING IS GETTING A LOT OF ATTENTION

1. Politicians at State and Federal levels speak out against it
2. Legislation is authored prohibiting it
3. It's in the headlines almost every day
4. It causes individuals and entire communities to feel victimized
5. It causes officers to feel unjustly accused and prevented from doing their jobs
6. There are conflicts within law enforcement and the community on what racial profiling actually is
7. September 11<sup>th</sup> had an impact on law enforcement
  - a. National security issues
  - b. Law enforcement must be the role model for community
    - i. Law Enforcement is the most visible representation of government

### II. RACIAL PROFILING DEFINED

#### A. SMALL GROUP DISCUSSION

1. Acknowledge there is a lot of confusion about what racial profiling is or isn't
2. Ask the class what impact they think the racial profiling laws will have on them
  - a. Possible student responses
    - i. I won't be able to stop minorities
    - ii. I will have to write the same number of tickets to all races
    - iii. I won't be able to make consensual searches anymore
    - iv. If I arrest or stop too many minorities I will get sued
3. Acknowledge their concerns and give brief responses
4. Tell the students that many of their concerns are not warranted

6. Summarize with comments
  - a. Throughout this course we are going to clarify what racial profiling is both conceptually and legally and we think they will discover that the racial profiling law will not have a negative impact on how they do their job.
  - b. They can still do their job professionally and effectively while increasing public trust and improving community relations
  - c. We are going to start by looking at some of the controversies

**B. CLARIFYING THE CONTROVERSIES ABOUT THE ISSUES**

1. You can still do your job
2. Racial profiling is not racism
  - a. It is the use of race as a predictor of criminality
3. Members of all racial groups commit crimes
  - a. You cannot make general assumptions about all members of a group based on the actions of some of its members
4. You **CANNOT** assume all members of a particular group commit a specific crime even if members of that group are associated with that crime
  - a. Terrorism
  - b. Middle Easterners were victims of racial profiling
    - i. Oklahoma City
5. Racial Profiling does occur
  - a. December 1999 Gallup Poll indicates that nationally, 60% of adults perceive racial profiling as widespread
  - b. That percentage is higher in minority communities
6. The community's perception is the community's reality
7. Data Collection Issues
  - a. Many law enforcement agencies in California and Nationwide have elected to collect data of traffic stops
  - b. Currently there is no uniform method for collecting data
    - i. Agency specific
    - ii. Several volunteer
    - iii. Several under consent decree (involuntary)
    - iv. Final outcome can be court mandates

- c. There are mixed interpretations of the data
  - i. However, early data indicates there may be a higher contact with minorities
  - ii. There appears to be a difference in the type of action taken with minorities after the stop
    - a) More searches
    - b) Longer detentions

### **III. LEGAL CONSIDERATIONS**

#### **A. CALIFORNIA SPECIFIC LAWS**

##### **1. SB 1102**

- a. Modified 13519.4 PC
- b. Law enforcement shall not engage in racial profiling
- c. Racial profiling is a practice that presents a great danger to the fundamental principles of a democratic society. It is abhorrent and cannot be tolerated

#### **B. FEDERAL LAWS**

##### **1. 4<sup>th</sup> Amendment**

- a. Right of the people to be secure in their person, houses, papers and effects against unreasonable searches and seizures, shall not be violated and no warrant shall be issued except upon probable cause supported by oath or affirmation and particularly describing the place to be searched and the persons or things to be seized.
  - i. Before any individual can be stopped or detained by law enforcement officers:
    - a) Individualized suspicion that the individual being stopped is either engaged in unlawful activity or is about to engage in unlawful activity
    - b) Individualized suspicion must be based on known descriptors or observations of behaviors that can be articulated
      - I. Can consider subtle conduct, all manner of gestures and behaviors and expressions consistent with suspicious activity.
  - ii. Search and Seizure must also be based on reasonable cause or reasonable suspicion or probable cause

2. 14<sup>th</sup> Amendment
  - a. All persons born or naturalized in the United States and subject to the jurisdiction thereof are citizens of the United States and of the state wherein they reside. No state shall make or enforce any law, which shall abridge the privileges or immunities of citizens of the United States, nor shall any state deprive any person of life, liberty or property without due process of law, nor deny to any person within its jurisdiction the equal protection of the laws.
    - i. All government officials, including law enforcement must be color blind in the conduct of their responsibilities and conduct of their business
    - ii. Cannot focus enforcement efforts on one particular ethnic group while not addressing same issues on another
3. To meet 4<sup>th</sup> amendment must be articulable facts  
Law enforcement officers may not consider in any fashion or to any degree: race, ethnicity, or national origin, except when officers are looking for specific suspects identified in part by those criteria.
4. To meet the 14<sup>th</sup> amendment those articulable facts must not include consideration of race, unless race was provided as a specific descriptor of a specific person involved in a specific crime.
5. Supreme Court Decision
  - a. Whren v United States
    - i. Creates powerful discretion on the part of the officers to make pretext stops
    - ii. A stop based upon reasonable suspicion or probable cause but the motivation for the stop is not the PC or suspicion itself but the pretext to interrogate the driver, ask questions, observe the interior of the vehicle or explore the possibility that some other kind of unlawful activity is happening or about to happen.
6. It is possible for the stop to be legal under the 4<sup>th</sup> but still be illegal under the 14<sup>th</sup> and thus, be racial profiling.
  - a. The pretext stop motivated solely on race
  - b. Race can be a factor only if part of a description

C. SCENARIO # 1

Officer parked at a stop sign in proximity to an upper class neighborhood high school. Two cars with white teens roll through the stop sign in "Acura"- type vehicles. The officer does not stop either vehicle. Two Hispanic teens, in a "Chevy Capri", or similar vehicle, roll the stop sign. The officer makes a stop on that vehicle.

1. The facilitator will ask a series of questions that layer the circumstances to assist the students in reaching an understanding of the teaching points.

D. SCENARIO #2

Two Vietnamese teen boys are walking in front of a liquor store in a high-crime, low socio-economic area. They make three or four passes, looking inside and pointing. There are a couple of citizens in the background walking or talking. Officer makes pulls up to the curb and gets out of the unit. He says, "Hey, guys" the boys to stop and come back to the patrol car. Officers ask them what they are doing.

1. The facilitator will ask a series of questions that will assist the students in reaching an understanding of the teaching points

E. SCENARIO #3

A black middle-age male in sweats is riding a bicycle and carrying a package under his arm. This is in an upper middle-class predominately white neighborhood. A white officer driving by pulls up alongside and orders him to pull over. The man stops and the officer parks and approaches subject

1. The facilitator will ask a series of questions that layer in the circumstances to assist the students in reaching an understanding of the teaching points

F. Scenario #4

Class will be divided into three groups. Each group will have a role to play at the Town Meeting. The groups will be Law enforcement, community members who want extra patrol efforts in an area where drug-related crimes are taking place, and the community members who feel they are being racially profiled.

1. Officers can still do increased enforcement in high-crime areas
  - a. Extra patrol, surveillance etc.
  - b. Statistics alone cannot be reasonable cause for stops or detentions
    - i. Still need individualized, observable articulable behavior or specific descriptor
2. Facilitator will moderate the meeting and then conclude with the teaching points for this segment

**G. LEGAL/ETHICAL EXERCISE OF THIS DISCRETION IS THE KEY**

1. Pretext stops
2. Consensual searches after stop

**H. HOW RACIAL PROFILING CAN BE MANIFESTED IN STOPS OR DETENTIONS**

1. Race tips the scale for selection of enforcement
  - a. Two identically situated people both engaged in suspicious activity
    - i. Race cannot tip the scale in the direction of stopping one over the other
2. Consensual contact
  - a. Do not need specific behavior
  - b. Contacted party must believe they are free to end the contact at any time and leave
    - i. Could be argued in court if they thought they were detained
  - c. Officers must always analysis their own motives and biases
    - i. If all you "consent" contact are people of color, that constitutes a pattern and practice of racial profiling
3. Race Out of Place
  - a. A person of one race being in a location that is predominately comprised of another race is not probable cause or reasonable suspicion
    - i. Any person can be anywhere at anytime
4. High Crime-Inner City
  - a. Officers can still do focused, increased enforcement
  - b. When an officer works an area and the majority of arrests are people of one race
    - i. Cannot conclude that all people of that race are criminals
    - ii. Race cannot be probable cause or reasonable suspicion
    - iii. Statistics do not provide reasonable suspicion for "target" enforcement

**I. CRIMINAL PROFILING VERSUS RACIAL PROFILING**

1. Criminal Profiling is based on observed behaviors and characteristics that can be articulated
2. Racial Profiling is when the factor of race and our biases towards that race, is used alone or in combination with any observable, articulable behaviors or specific descriptors to form the basis for the stop or detention



J. WORKING DEFINITION

1. Law enforcement officers may **only** consider race, ethnicity, religion, national origin, sexual orientation, gender, or lifestyle, when it is a reported descriptor linking a specific person or persons to a particular unlawful incident. In the restricted circumstances described above, race, ethnicity, religion, national origin, sexual orientation, gender, or lifestyle can be one factor of the totality of the circumstances, but they can **never** be the sole factor in establishing reasonable suspicion or probable cause.

IV. HISTORY OF CIVIL RIGHTS

A. EVOLUTION OF RACE RELATIONS IN AMERICA

1. Nationally

- a. During WWII this country participated in widespread racial profiling when thousands of Japanese Americans were incarcerated based solely on their race
  - i. This occurred while hundreds of Japanese fought for this country in all branches of the military
- b. Throughout the country, for the most part, minorities and whites lived in separate communities.
  - i. Minorities had fewer opportunities educationally and economically
- c. In the 1950's the civil rights movement was born out of the inequality of segregation
- d. It brought Americans into conflict with existing laws and law enforcement that upheld the laws supporting segregation
- e. The civil rights movement reestablished that America's basic tenet was based on the ideals of justice and equality
  - i. Not a movement of minority rights but for the rights of every citizen in the United States
  - ii. Injustice anywhere is a threat to justice everywhere"  
*Dr. Martin Luther King, Jr.*
- f. As a society, we dismantled the major practice of discrimination
  - i. The laws pertain to all people equally
  - ii. Segregation was *legally* abolished

2. In California

- a. In 1943 in Los Angeles, large, low income Latino population
  - i. "Zoot-suits" were popular with the Latinos
    - a) Adopted from jazz musicians
  - ii. Clashed with predominately white male military stationed around the City culminated in a week of rioting (Zoot-suit riots)
    - a) Military personnel attacked and beat Latinos and African Americans
  - iii. LAPD took "hands off" stance
    - a) Did not stop the violence
    - b) Arrested many of the victims
  - iv. When it was over military was held blameless
- b. In 1947 it took a lawsuit against Orange County Schools, Mendez v Westminster, to allow Mexican, Asian and Native Americans to attend public school with white students.
- c. In California and parts of the southwest, Mexicans could not use the same public facilities as whites as recently as 50 years ago.
- d. Racially restrictive covenants were in existence into the 1950's
  - i. Minorities could not own homes in certain neighborhoods
  - ii. Police could stop them for just being there
- d. School segregation of Mexican, Asian, and Native Americans existed until 1947 (Mendez v Westminster - Orange County. Case)
- e. Los Angeles Riots - August 1965
  - i. Began in response to police action and perceived prejudice
  - ii. In the 60's every major riot was a result of some police action
- f. Los Angeles Riots - 1992
  - i. Result of police action with Rodney King

B. GROUP DISCUSSION

- 1. In light of our history, ask the class if there are cultures within their communities who may be distrustful of law enforcement?
  - a. Point out that the history of a community can affect current relationships with law enforcement and must be overcome by reestablishing trust and mutual respect
  - b. When racial profiling is engaged in, it has a particularly profound effect on communities
- 2. Discuss what law enforcement can do to improve community relationships today

**C. LESSONS LEARNED**

1. Desegregation of law enforcement
2. The role of law enforcement was elevated to protect and enforce civil rights for all peoples and communities
  - a. This means there is a higher expectation from law enforcement
3. Transition of law enforcement from enforcement approach to community oriented policing (COPS/COPS, etc.)

**D. RACIALLY-BIASED POLICING IS A HUMAN RIGHTS ISSUE**

1. Protecting civil rights is not an inconvenience for modern police; it is the foundation of policing
2. Racially-biased policing is not just a law enforcement problem
  - a. It can only be solved through police-citizen partnerships
  - b. Mutual trust and respect
3. Professional law enforcement personnel want to respond effectively to the concerns regarding racially biased policing
4. Racial profiling requires an ongoing discussion

**V. IMPACT OF RACIAL PROFILING**

**A. RACIAL PROFILING HAS A NEGATIVE IMPACT ON EVERYONE**

1. On the individual citizen profiled
  - a. Direct impact
2. On the entire community
  - a. Collective impact
3. On the individual officer
  - a. Affects credibility
  - b. Can compromise officer safety
  - c. Can impede criminal investigations by lack of community support and assistance
4. On the entire criminal justice system
  - a. Jurors who have been profiled and have a negative perception of law enforcement
  - b. Officer credibility issues can result in refusals to file by the prosecution

**B. RACIAL PROFILING DOES IMPACT EVERYONE**

1. Eliminating this practice, by understanding the laws and working more closely with your communities in community oriented policing atmosphere will benefit you as well as the people your agency serves

## **VI. COMMUNITY CONSIDERATIONS**

### **A. CALIFORNIA'S POPULACE IS GROWING IN DIVERSITY EVERYDAY**

1. Members of all communities want two things from law enforcement
  - a. Police service in a timely fashion
  - b. To be treated in a fair, courteous and respectful manner

### **B. RECOGNIZING AND RESPECTING THE KEY ELEMENTS OR INDICES THAT MAKE UP EVOLVING CULTURE AMONG THE RESIDENTS OF A COMMUNITY**

1. Shared beliefs
2. Values, ways of thinking (including their perceptions about law enforcement)
3. Behaviors, customs or traditions
4. Factors to consider for awareness in the neighborhoods you serve
  - a. Eye contact
  - b. Phrases
  - c. Gestures
  - e. Cultural and religious practices
  - f. Dress
  - g. Hair styles (dread locks, shaved heads)
  - h. Vehicle
  - i. Tattoos
  - j. History and language
5. Law enforcement is a subculture
  - a. Most officers share beliefs
  - b. Values, ways of thinking (including their perceptions about different cultures)
  - c. Behaviors, customs, or traditions
  - d. History and language
6. We are all members of different cultures
  - a. We are all still individuals
  - b. No one wants to be negatively stereotyped
  - c. Stereotyping can result in racial profiling
  - d. We must give the respect to other cultures that we in law enforcement want for ourselves

### **C. CLASS DISCUSSION**

1. Discuss importance of professionalism on traffic stops
2. Point out each contact or traffic stop can be an educational experience
  - a. Communicate the reasons for the contacts

3. Community Oriented Policing is an excellent avenue for law enforcement to eradicate racial profiling
  - a. Communities want to be involved
  - b. Communities want to respect their law enforcement personnel
  - c. Communities want to be respected

## **VII. ETHICAL CONSIDERATIONS**

### **A. LAW ENFORCEMENT RESPONSIBILITIES**

- 1 13519.4 PC Duty to Report
  - a. Obligations of officers to prevent, report, and respond to discriminatory or biased practices by fellow officers
2. Racial profiling is difficult as it deals with what is in the mind of the officer
  - a. Officers must always assess their biases and motivations and act legally and ethically
3. The laws against racial profiling and impact on community are reasons to eradicate racial profiling
4. The higher motivation is that racial profiling is unethical and goes against what we, as a society, believe in
5. Changing the community's perspective on racial profiling will not happen through policy, but through the actions of individual officers

## **VIII FINAL DISCUSSION**

### **A. REVIEW**

### **B. QUESTIONS AND ANSWERS**

### **C. EVALUATIONS**

ATTACHMENT E

Proposed Racial Profiling Training

Proposed Changes to Regulation 1081 (a)

Add (33) Racial Profiling Training  
(Penal Code Section 13519.4 (f))

Part 1 - Initial\* - 4 Hours

- A. Why are we Here?
- B. Racial Profiling Defined
- C. Legal Considerations
- D. History of Civil Rights
- E. Impact of Racial Profiling
- F. Community Considerations
- G. Ethical Considerations

Part 2 - Refresher\*\* - 2 Hours

- A. Review of Applicable Initial Training
- B. Update on Changes in Law and Practices

\* Suggested to be completed by July 2004. Satisfaction of this training course is accomplished by completing the regular basic course after 7-1-03.

\*\* To be completed every five years after initial training.

# COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

## COMMISSION AGENDA ITEM REPORT

Agenda Item Title Proposed Changes to POST's Field Training Program Requirements		Meeting Date April 10, 2002
Bureau Basic Training Bureau	Reviewed By <i>Forrest G. Lewallen</i> Forrest G. Lewallen	Researched By Kate Singer
Executive Director Approval <i>Kenneth J. O'Brien</i>	Date of Approval 3-19-02	Date of Report February 21, 2002
Purpose <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input checked="" type="checkbox"/> No

In the space provided below, briefly describe the **ISSUE**, **BACKGROUND**, **ANALYSIS**, and **RECOMMENDATION**. Use additional sheets if required.

### ISSUE

Should the Commission schedule a public hearing for the July 2002 meeting to consider revisions to Regulations 1001, 1004, and 1005, and Commission Procedure D-13, and adoption of Regulation 1012 related to POST's Field Training Program Requirements?

### BACKGROUND

In November 1997, the Commission approved regulation and procedure changes that provided for the mandating of standardized field training programs and the integration of those programs as part of the basic training requirement for all peace officers. Since that date, POST has had the opportunity to observe the effects of existing regulations and procedures. Additionally, POST has met with field trainers from various law enforcement agencies to determine the effectiveness and propriety of those regulations and procedures.

The Commission is modifying its Strategic Plan and considering integration of ethics, leadership, and community policing in all mandated courses. Additionally, a number of studies conducted both within and outside POST have produced outcomes, measures, and information that should now be considered for inclusion in the regulations and procedure that address field training programs and their collaborative courses.

To meet law enforcement's changing needs and implement necessary modifications to POST's current regulations and procedures related to field training, staff has developed proposed regulatory language for consideration by the Commission (Attachment A).

### ANALYSIS

The proposal before the Commission is to modify Regulations 1001, 1004, and 1005, and Procedure D-13 to ensure consistency in field training programs statewide, as well as to accommodate new methods that will enhance agencies missions and values in concert with POST's Strategic Plan.

Key features of the proposed changes to regulations and procedure include:

- Specific and structured training for Supervisors, Administrators, and Coordinators (SACs) of field training programs will become required. The Supervisor/Administrator/Coordinator (SAC) Course enables those assigned to the position to understand the ongoing dynamics of field training and its relationship to the constantly changing Regular Basic Course. POST has found that many officers assigned to this position have not been Field Training Officers in the past and are not well prepared to oversee the integral facets of this basic training component. Selection and training of those most directly responsible for field training must be emphasized and be part of the whole program.
- Specific, structured, and on-going updated training for Field Training Officers (FTOs) will become required. This training is necessary to keep FTOs apprised of the ongoing dynamics of field training and its relationship to the constantly changing Regular Basic Course. As with perishable skills, field training and its facets tend to change as laws, learning methods, and experiences change. It is imperative to assure that FTOs keep abreast of all the issues impacting their positions. To ensure all agencies are able to meet this requirement, alternative methods have been provided.
- A new definition of "general law enforcement uniformed patrol duties" that clearly establishes which peace officers are required to participate in a POST-Approved Field Training Program. This definition is supported by the POST Job Task Analysis (1998), the recent revision to the CPT requirement, and the integration of community oriented policing facets. That revised definition is:

General law enforcement uniformed patrol duties are duties which include the detection and investigation of crime, patrol of a geographic area, responding to the full range of requests for police services, general enforcement of all state and local laws including physical arrests of suspects, and working with the community to reduce crime and address community concerns. These duties are performed by peace officers, wearing a department uniform, carrying a firearm and utilizing a marked emergency vehicle.
- Moving language currently found in Procedure D-13 and determined to be regulatory into Regulation 1004 (former Regulation 1004 being renumbered to 1012) to meet Office of Administrative Law (OAL) requirements and provide more clarity for departments seeking approval of their field training programs. This also allows for a separation of regulations that impact departments (Regulation 1004) and those that impact individual officers (Regulation 1005).



- Modifications to Regulation 1005 making the regulation more specific to the uniformed patrol assignment, allows agencies to hire their own Level I Reserves without requiring them to complete a POST-approved field training program over again (current regulations require them to repeat the program), and ensures departmental compliance with the POST field training program regulations within two years.
- Updates to the original topics in Procedure D-13 (field training program content and course curricula) to include specific components of leadership, ethics, and community oriented policing.
- Modifications that accommodate POST agencies who utilize alternative field training methods (i.e., problem-based field training programs) that better integrate leadership, ethics, community oriented policing, and problem oriented policing.

Since the institution of the current field training regulations in 1999, POST has completed a new Job Task Analysis for the uniformed patrol position, studied the integration of leadership, ethics, and community oriented policing into the Regular Basic Course, and participated in the training and pilot testing of an alternative problem-based field training program. Trends and methods are clearly changing in the area of basic training for law enforcement personnel. POST must now eliminate training voids created by the current regulations in some areas (i.e., the SAC Course and FTO update training) and modify the regulations and procedures to keep up with and allow for the changing needs of participating agencies.

The proposed regulation and procedure changes are the result of meetings with POST's Field Training Advisory Council over the last 18 months. The Council recognizes that, while most law enforcement agencies already have similar or higher field training standards in place, some agencies may find these recommended changes significant. For this reason, it is appropriate that a public hearing be scheduled to allow agencies to have an opportunity to comment.

This proposal calls for the new regulations and procedure to be implemented and in place by July 1, 2003. This lead time allows agencies to develop, update, revise, and submit their programs to POST for approval. Additionally, current agency field training personnel will be "grand fathered" into the regulations. In essence, then, an agency will have until July 1, 2004 to train those assigned to a Field Training SAC position and July 1, 2006 to meet the FTO update training requirement.

## **RECOMMENDATION**

If the Commission concurs, it is recommended that a MOTION be made to schedule a public hearing on the proposed revisions to Regulations 1001, 1004, and 1005, and Commission Procedure D-13 and adoption of Regulation 1012 for the July 2002 Commission meeting.

Commission on Peace Officer Standards and Training

POST ADMINISTRATIVE MANUAL

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1001. Definitions.

(a) through (ll) continued

- (mm) "Uniformed patrol duties" are general law enforcement duties which include the detection and investigation of crime, patrol of a geographic area, responding to the full range of requests for police services, general enforcement of all state and local laws including physical arrests of suspects, and working with the community to reduce crime and address community concerns. These duties are performed by peace officers, wearing a department uniform, carrying a firearm and utilizing a marked emergency vehicle.

Commission on Peace Officer Standards and Training

POST ADMINISTRATIVE MANUAL

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1004. Field Training Program

(a) Program Requirements: Any department which employs peace officers and/or Level I Reserve peace officers shall have a POST-approved Field Training Program. Requests for approval of a department's Field Training Program shall be submitted on POST form 2-229 (Rev. 04/02), signed by the department head attesting to the adherence of the following program requirements:

(1) The Field Training Program shall be delivered over a minimum of 10 weeks based upon the structured learning content as specified in PAM section D-13.

(2) A trainee shall have successfully completed the Regular Basic Course before participating in the Field Training Program.

(3) The Field Training Program shall have a Field Training Supervisor/Administrator/Coordinator (SAC) who:

(A) has been awarded or is eligible for the award of a POST Supervisory Certificate or

(B) has been appointed by the department head (or his/her designate).

(C) meets the training requirement specified in 1004(c) below.

(4) The Field Training Program shall have Field Training Officers (FTOs) who:

(A) have been awarded a POST Basic Certificate (not Specialized);

(B) have a minimum of one year general law enforcement uniformed patrol experience; and,

(C) have been selected based upon a department-specific selection process; and,

(D) meets the training requirements specified in 1004(d) below.

(5) Trainees shall be supervised depending upon their assignment

(A) A trainee assigned to general law enforcement uniformed patrol duties shall be under the direct and immediate supervision (physical presence) of a qualified Field Training Officer (as described in (4) above).

(B) A trainee temporarily assigned to non-enforcement, specialized function(s) for the purpose of specialized training or orientation (i.e., complaint/dispatcher, records, jail, investigations) is not required to be in the immediate presence of a qualified Field Training Officer while performing the specialized function(s).

(6) Trainee performance shall be:

(A) documented daily through journaling, daily training notes, or Daily Observation Reports (DORs) and shall be reviewed with the trainee by the Field Training Officer; and,

(B) evaluated with written weekly performance evaluations that shall be reviewed and signed by the trainee, Field Training Officer and Field Training Program SAC.

- (7) Each Field Training Officer shall be evaluated by the trainee and a Field Training Supervisor/Administrator/Coordinator (SAC) as follows:
- (A) The trainee shall complete an evaluation of each assigned Field Training Officer at the end of the Field Training Program.
  - (B) The Field Training Supervisor/Administrator/Coordinator (SAC) shall provide, at least annually, a detailed evaluation to each Field Training Officer on his/her performance as a Field Training Officer.
- (8) Trainees shall complete an evaluation of the Field Training Program at the end of the program.
- (9) The Field Training Officer's attestation of each trainee's competence and successful completion of the Field Training Program and a statement that releases the trainee from the program, along with the signed concurrence of the department head, or his/her designate, shall be retained in department records. Retention length shall be based upon department record policies.

An approved Field Training Program remains in force until modified, at which time a new approval is required.

- (b) Program Exemption: A department may request an exemption of the Field Training Program requirement if:
- (1) the department does not provide general law enforcement uniformed patrol services; or
  - (2) the department hires only lateral entry officers possessing a POST Basic Certificate and who have either:
    - (A) completed a POST-approved Field Training Program, or
    - (B) one year previous experience performing general law enforcement uniformed patrol duties.

Requests for an exemption shall be made on POST form 2-229 (Rev. 04/02), signed by the department head, along with written documentation attesting to the department's qualification(s) for an exemption. In the event that a department no longer meets the exemption criteria, a request for POST-approval of the department's Field Training Program shall be made as outlined in PAM, section D-13.

- (c) Field Training Supervisor/Administrator/Coordinator (SAC) Training Requirement: Every peace officer promoted, appointed, or transferred to a supervisory or management position overseeing a field training program shall successfully complete a POST-certified Field Training Supervisor/Administrator/Coordinator (SAC) Course (as set forth in PAM, section D-13) prior to or within 12 months of the initial promotion, appointment, or transfer to such a position.
- (d) Field Training Officer (FTO) Training Requirements:
- (1) Every newly appointed FTO shall:
    - (A) successfully complete a POST-certified Field Training Officer Course (as set forth in PAM, section D-13) prior to training new officers; and,
    - (B) complete 24-hours of update training every three years following completion of the Field Training Officer Course. The update training shall be satisfied by:
      - 1. completing a POST-certified Field Training Officer Update Course (as set forth in PAM, section D-13); or,

2. completing 24-hours of department-specific training in the field training topics contained in the Field Training Officer Update Course (as set forth in PAM, section D-13)

(2) Every reassigned FTO, after a 3 year-or-longer break in service as an FTO, shall

(A) successfully complete a POST-certified Field Training Officer Update Course (as set forth in PAM, section D-13) prior to training new officers; and,

(B) complete 24-hours of update training every three years. The update training shall be satisfied by:

1. completing a POST-certified Field Training Officer Update Course (as set forth in PAM, section D-13); or,
2. completing 24-hours of department-specific training in the field training topics contained in the Field Training Officer Update Course (as set forth in PAM, section D-13)

(e) Field Training Compliance Extension Request: The Commission, or its Executive Director, in response to a written request on POST form 2-229 (Rev. 04/02) may extend compliance with the field training program requirements for a department and/or its officers for up to one year. The requesting department must supply a written justification for an extension, and an action plan as to how and when the department will comply with the field training regulations. An additional one-year extension may be granted through the same process. A department will be considered out of compliance after the deadline of the second extension.

# Commission on Peace Officer Standards and Training

## POST ADMINISTRATIVE MANUAL

**1005. Minimum Standards for Training.** (Reference Regulation 1007 and Commission Procedure H for reserve peace officer training standards.)

(a) **Basic Training Standards (Required).** More specific information regarding basic training requirements is located in Commission Procedure D-1.

(1) **Basic Course Requirement:** Every peace officer, except Reserve Levels II and III, those peace officers listed in Regulation 1005(a)(3) [peace officers whose primary duties are investigative], and 1005(a)(4) [coroners or deputy coroners], shall complete the Regular Basic Course before being assigned duties which include the exercise of peace officer powers. Requirements for the Regular Basic Course are set forth in PAM, section D-1-3.

(A) **Field Training Program Requirement:** Every peace officer, except Reserve Levels II and III and those officers described in sections (A-B) 1-4 5(below), following completion of the Regular Basic Course and **before** being assigned to perform general law enforcement uniformed patrol duties without direct and immediate supervision, shall complete a POST-approved Field Training Program as set forth in PAM section D-13.

(B) **Exemptions to the Field Training Program Requirement:** An officer is exempt from the Field Training Program requirement following completion of the Regular Basic Course:

1. While the officer's assignment remains custodial related, or
2. If the officer's employing agency department does not provide general law enforcement uniformed patrol services and the department has been granted an exemption as specified in Regulation 1004, or
3. ~~If the officer is a lateral entry officer possessing a Regular Basic Certificate whose previous employment included general law enforcement patrol duties, or~~
3. If the officer is a lateral entry officer possessing a POST Basic Certificate and who has either:
  - a) completed a POST-approved Field Training Program, or
  - b) one year previous experience performing general law enforcement uniformed patrol duties, or
4. If the officer was a Level I Reserve and is appointed to a full-time peace officer position within the same department and has previously completed the department's entire POST-approved Field Training Program within the last 12 months of the new appointment, or
- 4.5 If the officer's employing agency department has obtained a waiver as approval of a field training compliance extension request provided for in PAM section D-13 Regulation 1004.

(a)(2) – (h) continued

PAM section D-13 adopted effective June 15, 1990 and amended February 22, 1996, and amended effective January 1, 1999, and \* is herein incorporated by reference.

The POST Field Training Guide (1988) (A Model POST Field Training Program) Section II, pages II-1 through II-39, is herein incorporated by reference effective June 15, 1990.

Commission on Peace Officer Standards and Training

POST ADMINISTRATIVE MANUAL

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~~1004.~~ 1012. Conditions for Continuing Employment

- (a) Every full-time peace officer employed by a participating department shall be required to serve in a probationary status for not less than 12 months from the date appointed to a full-time peace officer position.
- (b) In order to continue to exercise peace officer powers, any individual appointed to a full-time peace officer position pursuant to Penal Code section 830.1(a) must obtain a Basic Certificate as set forth in Penal Code section 832.4.

# POST ADMINISTRATIVE MANUAL

## COMMISSION PROCEDURE D-13

### FIELD TRAINING **Draft**

**13-1. Purpose:** This Commission procedure implements the minimum standards/requirements process for requesting approval of Field Training Programs established by law enforcement agencies pursuant to Sections 1004, 1005(a)(1) and (a)(2) and the collaborative field training courses. It also establishes the minimum content and curriculum requirements for the Field Training Program, Field Training Officer Course, Field Training Supervisor/Administrator/Coordinator (SAC) Course, and Field Training Officer Update Course.

#### Specific Requirements

~~13-2. Requirements for Field Training: The minimum content and approval requirements for field training programs are specified in section 13-3. The minimum content for collaborative courses is described in section 13-5, Field Training Officer Course; section 13-6, Field Training Administrator's Course; and section 13-7, Field Training Officer's Update Course. Requirements for certification and presentation of these collaborative courses are specified in Regulations 1051-1056. Instructional methodology is at the discretion of individual course presenters unless specified otherwise in a training specification document developed for the course.~~

**13-32. Field Training Program Description and Approval Requirements Process:** Regulations 1005(a)(1) and (a)(2) specify the basic training requirements for regular peace officers as successful completion of the Regular Basic Course and a POST-approved Field Training Program. The Field Training Program is designed to provide a training continuum which integrates the acquired knowledge and skills from the Regular Basic Course with the practical application of law enforcement uniformed patrol services. Field Training Programs approved by POST are restricted to supervised field training provided to peace officers after they have completed the Regular Basic Course. This field training does not extend to persons serving in ride-along, observer capacities.

Any agency department which employs regular officers shall seeking approval of their Field Training Program shall by submitting a Field Training Program plan package (described in (a) below) along with an Application For POST Approved Field Training Program, POST form 2-229 (Rev. 12/97-04/02) signed by the department head. An approved Field Training Program remains in force until modified, at which time a new approval is required. Prior to the submission of an package and application, a comparison review should be made of the agency's department's present policies, and practices, and structured learning content versus POST's minimum standards/requirements for an approved Field Training Program as stated in Regulation 1004 and section 13-3 below. Where needed, the agency department shall make changes to comply with the POST minimum standards/requirements. All applicants shall be notified in writing within 1030 working days regarding the completeness of the plan package and application. A decision for approval shall be reached within 1545 working days from the date the application is received. If an agency's department's Field Training Program is disapproved, the agency department must shall, within 60 days, resubmit an application for approval upon correction of the deficient areas outlined in the disapproval letter.

- (a) A Field Training Program ~~plan~~ package submitted for approval shall minimally include:
- (1) a written description of the department's specific selection process for Field Training Officers; ~~and;~~
  - (2) an outline of the training proposed for agency department trainees; ~~and;~~
  - (3) a written description of the evaluation process for trainees and Field Training Officers; ~~and;~~
  - (4) copies of supporting documents (i.e., field training guides, learning matrixes, policies and procedures, and evaluation forms).



- (b) On POST form 2-229, the agency head must attest to the adherence of the following approval requirements:

- (1) The field training program, which shall be delivered over a minimum of 10 weeks, shall be based upon structured learning content as recommended in the *POST Field Training Program Guide* or upon a locally developed field training guide which shall minimally include the following topics:

Draft

**13-3. Field Training Program Minimum Content Requirements:** The *POST Field Training Program Guide* may be used as a model for developing a Field Training Program. In order to meet local needs, flexibility to cover additional content may be authorized with prior POST approval. A POST-approved Field Training Program shall minimally include the following topics:

Agency Orientation (including  
Standards and Conduct)

Ethics

Leadership

Patrol Vehicle Operations

Officer Safety

Report Writing

California Codes and Law

Department Policies (General  
Orders, Local Policies, and  
Philosophies)

Patrol Procedures (including  
Domestic Violence and Pedestrian  
and Vehicle Stops)

Control of Persons, Prisoners, and  
Mentally Ill (Adults and Juveniles)

Traffic (including DUI)

Use of Force

Search and Seizure

Radio Communications

Self Initiated Activity

Investigations / Evidence

Community Relations/Professional

Demeanor (including Cultural Diversity,  
Community Policing, and Problem  
Solving)

Tactical Communication/Management  
Conflict Resolution

Unlisted Additional Agency-Specific  
Topics (may include Community  
Specific Problems, Special Needs  
Groups, etc.)

- (2) The field training program's emphasis shall be on both training and evaluation of trainees.
- (3) A trainee shall have satisfactorily completed the Regular Basic Course before participating in the Field Training Program.
- (4) The field training program shall have a field training administrator who has been awarded or is eligible for the award of a POST Supervisory Certificate or has been selected based on the agency head's (or his/her designate's) nomination or appointment. Recommended training is the Field Training Officer Course and/or Field Training Administrator's Course.
- (5) Trainees shall be supervised depending upon their assignment:
- (A) A trainee assigned to general law enforcement patrol duties shall be under the direct and immediate supervision (physical presence) of a qualified field training officer.
- (B) A trainee assigned to non peace officer, specialized functions for the purpose of specialized training or orientation (i.e., complaint/dispatcher, records, jail, investigations) is not required to be in the immediate presence of a qualified field training officer.
- (6) Each trainee shall be evaluated daily with written summaries of performance and reviewed with the trainee by the field training officer. Each trainee's progress shall be monitored by a field training administrator/supervisor by review and signing of the daily evaluations and/or by completing weekly written summaries of performance that are reviewed with the trainee.
- (7) A field training officer shall have: (1) been awarded a POST Basic Certificate; (2) successfully completed the POST-certified Field Training Officer Course; (3) one year patrol experience; (4) a supervisor's recommendation based upon the officer's desire to be a field training officer and their ability to be a positive role model; and (5) been selected based upon an agency specific selection process.

- (8) Each field training officer shall be evaluated by the trainee and a field training Administrator/Supervisor. The trainee shall complete and submit a confidential evaluation to a field training administrator/supervisor at the end of the field training program. A field training administrator shall provide a detailed evaluation to each field training officer on his/her performance as a field training officer.
- (9) Documentation of trainee performance shall be maintained by the agency. The field training officer's attestation of successful completion of the field training program and a statement that releases the trainee from the program, along with the signed concurrence of the agency/department head or his/her designate, shall be retained in agency records. Retention length shall be based upon agency record policies.

**13-4. Agency Head Signature Required:** Signature of the agency head is required attesting to continued adherence to the field training program which is submitted for approval. Requests for approval of changes in previously approved programs shall be submitted to POST in writing.

**13-54. Field Training Officer's Course Description Minimum Requirements:** Presentation of a Field Training Officer Course requires POST certification (refer to Regulations 1051-1056). The Field Training Officer Course is shall be a minimum of 40 hours. In order to meet local needs, flexibility to present additional curriculum may be authorized with prior POST approval. Instructional methodology is at the discretion of individual course presenters unless specified otherwise in a training specification document developed for the course. The POST Field Training Officer Course Curriculum shall minimally include the following topics:

Introduction/Orientation  
Standardized Curricula & Performance Objectives  
Field Training Program History & the Need for Standardization  
Field Training Program Management  
Legal Issues for the FTO  
Key Elements of a Successful Field Training Program  
The Professional Relationship Between the Field Training Officer and the Trainee  
Cultural Diversity in Field Training Programs  
Override/Intervention

Remediation Methodologies & Strategies  
Adult Learning Theory  
Officer Safety in the Field  
Field Training Program Goals and Objectives  
Supervisory Skills for the FTO  
Ethics  
Scenario Facilitation & Grading  
Role Modeling  
Teaching Skills Demonstration  
Expectations of/for Field Training Officers  
Review of Regular Basis Course Training  
Competency Expectations/Evaluations/Documentation

Field Training Program Goals and Objectives  
Keys to Successful Field Training Programs  
Field Training Program Management/Roles of Program Personnel  
Teaching and Training Skills Development (including Adult Learning, Problem-Based Learning, Training Demonstration, etc.)  
The Professional Relationship Between the FTO and the Trainee (including Cultural Diversity)  
Evaluation/Documentation

Expectations and Roles of the FTO (including Leadership, Ethics, Coaching, Mentoring, Supervision, Role Modeling, etc.)  
Officer Safety  
Intervention  
Remediation/Testing/Scenarios  
Trainee Termination  
Legal Issues and Liabilities  
Review of the Regular Basic Course Training  
Competency Expectations

**13-65. Field Training Supervisor/Administrator's/Coordinator (SAC) Course Description Minimum Requirements:** Presentation of a Field Training Supervisor/Administrator's/Coordinator (SAC) Course requires POST certification (refer to Regulations 1051-1056). The Field Training Supervisor/Administrator's/Coordinator (SAC) Course is shall be a minimum of 24 hours. In order to meet local needs, flexibility to present additional curriculum may be authorized with prior POST approval. Instructional methodology is at the discretion of individual course presenters unless specified otherwise in a training specification document developed for the course. The Field Training Supervisor/Administrator's/Coordinator's (SAC) Course shall minimally include the following topics:

Field Training Program Management  
Review of Regular Basis Course Training  
Adult Learning/Contemporary Learning Methods  
POST Field Training Program & Objectives

Agency Responsibilities  
Review of FTO Course Training  
History of Field Training Programs  
Competency Evaluation

Oversight of Test/Scenarios  
Development & Update System for Field Training  
Manual  
Documentation & Evaluations

Supervisory Procedures  
FTO Selection Process  
FTO Training & Certification  
Conduct of FTOs, Training Trainees, & FTO Supervisors/  
Administrators/Coordinators (SACs)

**13-76. Field Training Officer's Update Course Description - Minimum Requirements:** Presentation of a Field Training Officer's Update Course requires POST certification (refer to Regulations 1051-1056). The Field Training Officer Update Course is shall be a minimum of 24 hours. In order to meet local needs, flexibility to present additional curriculum may be authorized with prior POST approval. Instructional methodology is at the discretion of individual course presenters unless specified otherwise in a training specification document developed for the course. The Field Training Officer Update Course Curriculum shall minimally include the following topics:

Review of Academy Regular Basic Course  
Training  
Legal Update Issues and Liabilities  
Adult Learning Theory Update Contemporary  
Learning Methods  
Scenario Facilitation & Evaluation  
Leadership, Ethics, and Professionalism  
Remediation/Testing/Scenarios  
Trainee Termination  
Evaluation/Documentation

Recommendation Methodologies & Strategies  
Skill Building Training  
Ethics  
Teaching Skills Update/Demonstration  
Training/Teaching Skills Development  
Competency Expectations  
Additional Agency/Presenter-specific topics (which  
may include: Community Oriented Policing, Challenging  
Traits of Today's Trainees, Report Writing for FTOs,  
Problem Solving for FTOs, Supervisory Skills  
Development, etc.)

#### **Waiver of Mandatory Field Training Program or Courses**

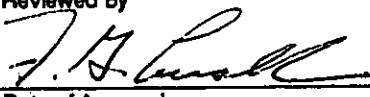
**13-8. Waiver of Mandatory Field Training Program or Courses:** ~~The Commission or its Executive Director, in response to a written request or on its own motion may, upon showing of good cause, waive the field training requirements, for an agency and/or its personnel, for a specific period of time. Waivers pursuant to this section will be granted only upon presentation of evidence that the agency is unable to comply due to significant financial constraint or the absence of qualified personnel to serve as field training officers.~~

Historical Note:

Procedure D-13 was adopted and incorporated by reference into Commission Regulation 1005 on June 15, 1990, and amended on February 22, 1996, and amended effective January 1, 1999, and \_\_\_\_\_ \*

# COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

## COMMISSION AGENDA ITEM REPORT

Agenda Item Title Integrating Leadership, Ethics and Community Policing Throughout the Basic Course Curriculum		Meeting Date April 10, 2002
Bureau  Basic Training	Reviewed By 	Researched By Dan Toomey, Management Fellow
Executive Director Approval	Date of Approval	Date of Report

Purpose  <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report	Financial Impact: <input checked="" type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No
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In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

### ISSUE

Should the Commission conceptually approve a plan to integrate the topics of leadership, ethics and community policing throughout the entire Regular Basic Course curriculum?

### BACKGROUND

One of POST's proposed Strategic Plan objectives is to integrate leadership, ethics and community policing into POST's hierarchy of mandated courses including the Regular Basic Course (RBC).

The Basic Course includes the Regular Basic Course (RBC), and the Specialized Investigators' Course (SIBC). Annually, approximately 5,000 recruits participate in the RBC. In the present version, the Regular Basic Course (RBC) involves a minimum of 664 hours of training administered through 41 Learning Domains (instructional units that cover related subject matter) that contain over 1400 Educational (Learning) objectives.

Effective January 1, 2001, the contents of the RBC and the SIBC were set forth in the Commission approved *Training and Testing Specifications for Peace Officer Basic Courses*. This regulatory publication reflects the terminology currently used in the student workbook instructional system and each learning domain, and describes learning needs, learning objectives, testing and hourly requirements.

Objectives of the Basic Course include substantive training to ensure that each student demonstrates acceptable proficiency in the core competencies of professional reasoning, human relations, communication skills, problem solving, job knowledge and physical skills. Successful completion of the Basic Course and a Field Training Program satisfies the Basic Training requirements established by the Commission.

Performance measurements of the RBC consist of 26 POST-Constructed Knowledge Tests, 43 exercise tests, 18 scenario tests that include 172 performance activities, 52 instructional activities and one Physical Abilities test.

Basic Course Student Workbooks have received high acclaim as viable instruments to assist student learning of Basic Course curriculum. To ensure that the contents of the workbooks are foundationally correct and educationally strong, a regular update system is crucial. Workbooks are updated every one to three years depending on the impact of legislative enactments and relevant modifications in contemporary police practices.

To assist in the process of addressing the above-stated goals and revising or updating the workbooks the Commission authorized the Executive Director to contract in April 2001 for the services of a Management Fellow to develop a plan to integrate leadership, ethics and community policing in the basic course.

A Steering Committee comprised of academy directors, agency executives, organization representatives and other recognized experts was convened to provide general guidelines, scope, and advisory direction. The Committee also reviewed project findings and adopted recommendations. The committee met in August and November of 2001, and in January 2002.

A second committee of training presenters and subject matter experts (SME) provided input, validation, review and proposed recommendations for consideration by the Steering Committee. The SME Committee met in September and October of 2001, and in January 2002. (A list of Steering Committee and SME Committee members is included in Attachment A.)

Part of the integration plan includes a study to compare and align verified job tasks with existing basic course curriculum using three instruments: the *Entry-Level Uniformed Patrol Officer Job Analysis*, the *Training and Testing Specifications for Peace Officer Basic Courses* and the Basic Course Workbook Series (student workbooks). Objectives of the study were to determine if the existing curriculum is consistent with entry-level officer tasks and to establish a basis for modification, deletion or compression of curricula. Findings of the study will assist in the inclusion of the principles of leadership, ethics and community policing into the basic course. This research continues as the process of analyzing and collating the research data has not been completed.

## **ANALYSIS**

Integrating leadership, ethics and the community policing core elements in addition to problem-solving strategies and police-community partnerships were endorsed by the Steering Committee as critical priorities to be incorporated into the RBC to ultimately enhance future law enforcement services.

The Steering Committee endorsed 27 recommendations ranging from selection criteria for peace officer candidates, to implementation components for a plan to integrate leadership, ethics and community policing throughout the entire curriculum of the basic course. (Attachment B).

The subject matter expert committee reviewed the 41 Learning Domains of the existing basic course and recommended approximately 342 curriculum modifications to inculcate the desired traits and competencies of leadership, ethics and community policing as well as effective training deliveries in the techniques, practices and principles inherent in those disciplines. (Attachment C).

Research on the project included evaluation of existing Basic Course programs which already had implemented principles of leadership, ethics and community policing into the basic academy curriculum: the San Diego Regional Public Safety Training Institute for

community policing, the Los Angeles Sheriff's Department for leadership training (Deputy Leadership Institute), the San Bernardino Sheriff's Department for ethics and moral decision-making; and the Los Angeles Police Department for ethics and leadership.

Data was obtained from publications on the disciplines of leadership, ethics and community policing. Valuable information also was gained at the 2001 International Problem-Oriented Policing Conference in San Diego. Additional insight was gleaned from interviews with Herman Goldstein (author of *Problem Oriented Policing*), Michael S. Scott (author of *Problem Oriented Policing – Reflections on the First 20 Years*) and an independent Office of Community Oriented Policing Services (COPS). Additional research was conducted with Jerry Hoover (Chief of Reno PD), Greg Seville (Director, Center for Advanced Public Safety Research), and Gerald Cleveland (international expert on education) who support a different approach to field training by using Problem Based Learning (PBL).

An examination and study of the over 854 learning objectives set forth in the regulatory document – *Training and Testing Specifications for Peace Officer Basic Courses* - identified 226 objectives linked to the dimension of leadership, 173 objectives linked to ethics, and 218 linked to community policing. In the opinion of the subject matter expert committee, results of the study validated that the content of the basic course contained a substantial number of training objectives directed to the principles, competencies, and practices of leadership, ethics and community policing.

One of the recommendations was to sequence, early in the basic course, training and testing in the core elements of leadership, ethical decision-making, and community policing. This will enhance a foundation for integration and reinforcement of these elements in other curriculum. It will also emphasize the importance of problem solving, police-community partnerships, and improve mastery and retention of training material.

Recommendations also specified that the teaching delivery system of the basic course should foster an adult learning environment to include problem-based learning concepts which prepare the student-recruit for the problem solving complexities in policing; that the POST Basic Course Certification Review process be modified to assess instructor performance, and to measure the efficacy of the integration of the concepts and competencies of leadership, ethics and community policing in the basic course.

It is proposed that these changes would be implemented based upon a three-year plan to pilot course changes and an additional two-year plan to implement all changes in the remaining academies for an overall total of five years. (Attachment D).

The proposed plan would include the analysis of collected data, curriculum design and delivery, instructor development, assessment criteria, pilot implementation and evaluation before expanding these changes to the other academies. At the onset of this plan a limited number of basic academies would voluntarily participate.

Some of the primary assumptions (Attachment E) of this project are that existing basic course curriculum hours would not increase, community expectations for improved policing service would increase, and that each participating agency would need to embrace leadership, ethics and community policing tenets within all levels of the organization.

This plan does not provide cost estimates for implementation at this point because analysis has not been completed. However, it is expected the vast majority of costs will be borne by POST's administrative budget over the period of piloting and implementation. A proposed budget of expenditures (including on-going administrative costs and any anticipated special supplemental requests) will be developed and brought before the Commission in October 2002. At the same time, staff is communicating with the U. S. Office of Community Oriented Policing Services (COPS) regarding possible funding for this project.

With or without grant funding, staff believes this project is necessary and should be vigorously pursued. To continue the momentum this project currently enjoys with the law enforcement and basic academy communities, it is recommended the Commission conceptually approve this plan so that implementation work can begin. A separate agenda item recommends the one-year extension of POST Management Fellow heading up this project.

### **RECOMMENDATION**

It is recommended that the Commission conceptually approve the plan to integrate the principles of leadership, ethics and community policing throughout the entire Regular Basic Course curriculum.

**LEADERSHIP, ETHICS, COMMUNITY POLICING  
WORKSHOP REPRESENTATIVES**

Ahumada, Raul, Corporal  
Seal Beach Police Department

Allen, Tenise, Captain \*  
Sacramento County Sheriff's Department  
Academy

Alm, Mitch, Lt.  
Riverside County Sheriff's Department

Amico, Pete, Captain  
Los Angeles Sheriff's Department

Avila, Al, Mr. \*  
Director, Allan Hancock College  
Law Enforcement Academy  
Representing CADA

Bach, Michael, Mr.  
Golden West College  
Criminal Justice Training Center

Barr, Dave, Mr. \*  
Director, Golden West College  
Criminal Justice Training Center  
Representing CADA

Bernard, Alex, Sgt. \*  
Ontario Airport Police  
Representing PORAC

Blayney, Randall, Officer  
Los Angeles Airport Police Department

Boyd, Sandy, Dr.  
College of Marin

Braafladt, Robin, Mrs.  
Supervisor  
Department of Developmental Services

Brann, Joe, Mr. \*  
Director (Retired)  
U. S. Department of Justice  
Office of Community Oriented Policing Services

Brownell, Dana, Corporal  
San Bernardino County Sheriff's Department

Bryant, Robert, Sgt.  
Monterey County Sheriff's Department

Carey, Jack, Lt.  
Los Angeles Sheriff's Department

Cook, Mike, Sgt.  
Riverside Police Department

Cooper, Greg, Mr. \*  
Deputy Assistant Director  
U. S. Department of Justice  
Office of Community Oriented Policing Services  
Representing COPS Office

Daley, Frank L., Mr.  
Inspector  
Hayward Police Department

Dellone, Vicki, Sgt.  
Fresno Police Department

Dickerson, Doug, Captain \*  
Brea Police Department

English, Jim, Lt.  
San Luis Obispo Police Department

Espinoza, Manuel, Mr. \*  
Interim Director  
Department of Alcoholic Beverage Control



Fetherolf, Louis, Lt.  
Riverside Sheriff's Department

Garland, Denise, Ms.  
California Attorney General's Office

Gonzales, Adolfo, Assistant Chief  
San Diego Police Department

Harrison, Bob, Chief \*

Vacaville Police Department

Heichlinger, Eric, Officer \*

Folsom Police Department

Horrillo, Scott, Officer  
Rocklin Police Department

Hurt, Robb, Lt.  
San Diego Police Department

Koenig, Dan, Commander \*

Los Angeles Police Department

Kyritsis, Greg, Captain \*

San Bernardino County Sheriff's Training  
Center

Landry, Bob, Lt.  
Sacramento County Sheriff's Department

Loughran, Mike, Captain  
Napa County Sheriff's Office

McCrery, David, Officer  
Reserve Coordinator  
Fresno Police Department

McDonald, Jack, Assistant Sheriff \*

Yolo County Sheriff's Department

McKee, Richard, Dean  
Sacramento Regional Public Safety Training  
Center

Medina, Patricia, Chief \*

Rio Dell Police Department

Miller, Jeff, Chief  
Rohnert Park Department of Public Safety

Murphy, Bill, Lt.  
Los Angeles Police Department

Oksner, Linda, Captain  
Ventura County Sheriff's Department

Olmsted, Bob, Lt. \*

Los Angeles County Sheriff's Department

Ortmeier, P.J., Mr. \*

Administration of Justice  
Grossmont College  
Representing CAAJE

Parks, Patrick, Chief \*

Petaluma Police Department

Roark, Lanny, Sgt.  
National City Police Department

Rogers, Todd, Lt.  
Los Angeles Sheriff's Department

Sanchez, Ernie, Lt.  
California Highway Patrol

Savage, Mary, Captain  
Past Director  
Regional Community Policing Institute

Scott, Regina, Lt.  
Los Angeles Police Department

Seabrooks, Jacqueline, Captain  
Santa Monica Police Department

Sellens, John, Officer  
El Segundo Police Department

Sellers, Michael, Chief \*  
Seal Beach Police Department

Sniff, Stanley, Chief Deputy \*  
Riverside County Sheriff's Department  
Representing CSSA

Stachnik, Ray, Sgt.  
San Diego Police Department

Sterling, John, Chief  
Santa Maria Police Department

TerBorch, Rick, Chief \*  
Arroyo Grande Police Department  
Representing California Chiefs (CPCA)

Tucker, Judy, Ms.  
Fresno County District Attorney's Office

Tyler, Neal, Commander  
Los Angeles Sheriff's Department

Watkins, Lee, Lt.  
San Bernardino Sheriff's Department

Welter, John, Assistant Chief \*  
San Diego Police Department

Wittenberg, Mark, Lt.  
Torrance Police Department

\* Represents members of the Steering Committee

**STEERING COMMITTEE RECOMMENDATIONS**

- 1) Leadership, Ethics and Community Policing concepts and competencies should be integrated into the POST Basic Course Student Workbook Instructional System
- 2) Integrated components of Leadership, Ethics and Community Policing should be performance measured in scenario testing and instructional activities (facilitated discussions)
- 3) Assign a curriculum development team to revise existing Basic Course curriculum to integrate principles, concepts and strategies of Leadership, Ethics and Community Policing
- 4) Learning Domain #3, *Community Relations*, should be renamed *Community Policing* and presented as a stand alone topic
- 5) Sequence the *Community Policing* (LD#3) domain early in the Basic Course to provide a foundation for integration and reinforcement in other Learning Domains
- 6) Develop testing for Learning Domain #3 *Community Relations (Policing)*
- 7) Learning Domain #1, *History, Professionalism & Ethics*, should be renamed *Leadership, Professionalism & Ethics*
- 8) Sequence *Leadership, Professionalism & Ethics* (LD#1) early in the Basic Course to provide a foundation for integration and reinforcement in other Learning Domains
- 9) Move History from LD#1 to LD#2 (*Criminal Justice System*) and develop testing for Learning Domain #1
- 10) Reinforce in the Basic Course curriculum the principle that all officers, regardless of position, are expected to be leaders
- 11) Develop ethics instruction regarding entry-level officer off-duty conduct
- 12) Develop ethical behavior intervention strategies in learning exercises for entry-level officers
- 13) Revise Basic Course curriculum to include ethical situation planning and ethical decision making exercises

**STEERING COMMITTEE RECOMMENDATIONS**

- 14) Assign a design team to analyze the delivery of the Basic Course to foster a learning environment that prepares the student-recruit for the problem solving complexities in policing
- 15) Develop supplemental information to support Leadership, Ethics and Community Policing concepts and competencies into the POST Workbook Instructional System Instructor Guide
- 16) POST should mandate Adult Learning training for all Basic Course core instructors
- 17) Problem Solving Methods should be used as a student learning process in the Basic Course
- 18) Research and integrate Problem Based Learning as a teaching delivery method for police training
- 19) Develop qualification standards for instructors to emphasize facilitation skills and contemporary adult educational methods
- 20) Develop training in the principles, concepts and strategies of Leadership, Ethics and Community Policing for instructors who teach in Learning Domains that are linked to those disciplines
- 21) Design an evaluation instrument to measure the efficacy of the integrated changes in the Basic Course
- 22) Develop revisions to the POST Basic Course Certification Review process to ensure:
  - a) the integration of the concepts and competencies of Leadership, Ethics and Community Policing; and,
  - b) instructor performance
- 23) POST should review selection criteria for peace officer candidates to be consistent with effective job performance in Leadership, Ethics, and Community Policing concepts and competencies
- 24) Assign an evaluation team to review the Basic Course curriculum to move appropriate curriculum to the Field Training Program

**LEADERSHIP, ETHICS AND COMMUNITY POLICING  
PROJECT**

Attachment B

**STEERING COMMITTEE RECOMMENDATIONS**

- 25) Leadership, Ethics and Community Policing concepts and strategies should be reinforced during the Field Training Program with competencies demonstrated by the trainee
- 26) Community Policing components of community partnership and problem solving that are integrated in the Basic Course must be reinforced in the Field Training Program
- 27) Integrate Leadership, Ethics and Community Policing training throughout all levels of POST training to minimally include – Basic Course, Basic Dispatchers Course, Field Training Officers Course, Recruit Training Officers Course, Supervisory, Management and Executive Development

# LEADERSHIP, ETHICS, COMMUNITY POLICING PROJECT Attachment C

## MASTER INTEGRATION DOCUMENT

LD #1 – History, Professionalism, Ethics		
	<i>Recommendations</i>	<i>Integration Components</i>
Leadership	<ul style="list-style-type: none"> <li>• Rename LD to Leadership, Professionalism &amp; Ethics</li> <li>• Move history to LD #2</li> <li>• Facilitated Discussion</li> <li>• Revise Curriculum Content</li> <li>• Sequence LD in first week to provide foundation</li> </ul>	<ul style="list-style-type: none"> <li>• Principles/competencies of leadership for entry-level officer</li> <li>• Impact of leadership on complexities of peace officer performance</li> <li>• Community expectations of the officer as a leader</li> </ul>
Ethics	<ul style="list-style-type: none"> <li>• Facilitated Discussion</li> <li>• Simulated exercise</li> <li>• Revise Curriculum Content</li> <li>• Move history to LD#2</li> <li>• Develop POST Testing</li> </ul>	<ul style="list-style-type: none"> <li>• Integrity is vital and indispensable element</li> <li>• Principles of conduct</li> <li>• Public trust</li> <li>• Ability to resolve ethical situations through prior planning and decision making</li> <li>• Impact of mediocrity on integrity</li> </ul>
Community Policing	<ul style="list-style-type: none"> <li>• Modify history to incorporate Peels 9 Principles</li> <li>• Revise Curriculum Content</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on Peel's Principle #7 for Community Policing</li> <li>• Impact of Ethics on Community Policing</li> <li>• Evolution of Community Policing as a practice in the profession</li> </ul>

MASTER INTEGRATION DOCUMENT

LD #2 – Criminal Justice System		
	<i>Recommendations</i>	<i>Integration Components</i>
Leadership	<ul style="list-style-type: none"> <li>• Insert History content from LD #1</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
Ethics	<ul style="list-style-type: none"> <li>• Learning Exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Equitable treatment of all by upholding constitution</li> </ul>
Community Policing	<ul style="list-style-type: none"> <li>• Revise Curriculum content</li> </ul>	<ul style="list-style-type: none"> <li>• Role of partnerships with police – including state and federal agencies</li> <li>• Interaction with parole/probation for problem solving issues</li> <li>• Partnering with District Attorneys and Courts</li> </ul>

MASTER INTEGRATION DOCUMENT

LD #3 – Community Relations		
	<i>Recommendations</i>	<i>Integration Components</i>
Leadership	<ul style="list-style-type: none"> <li>• Facilitated Discussion</li> <li>• Instructional Exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Role of an effective officer in community collaboration</li> <li>• Decision Making Ability</li> <li>• Analytical Skills at Problem Solving</li> <li>• Demonstrate effective communication techniques</li> </ul>
Ethics	<ul style="list-style-type: none"> <li>• Facilitated Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Integrity/ethics in community policing</li> <li>• Build/maintain public trust</li> <li>• Accountability and responsibility to community</li> </ul>
Community Policing	<ul style="list-style-type: none"> <li>• Change Title to Community Policing</li> <li>• Revise Curriculum Content - with Community Relations as component</li> <li>• Develop POST Testing</li> <li>• Sequence LD in first week to provide foundation</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on building collaborative partnerships, crime prevention, addressing causes of crime and reduce fear of crime</li> <li>• Introduce problem solving skills using SARA – how entry-level officer can address simple tasks</li> <li>• Identify how Community Policing relates to all LD's</li> </ul>



MASTER INTEGRATION DOCUMENT

LD # 4 – Victimology/Crisis Intervention		
	<i>Recommendations</i>	<i>Integration Components</i>
Leadership	<ul style="list-style-type: none"> <li>Facilitated Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate empathy skill</li> <li>Decision-making</li> <li>Communication</li> </ul>
Ethics	<ul style="list-style-type: none"> <li>Facilitated Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Public trust</li> <li>Personal and organizational values</li> </ul>
Community Policing	<ul style="list-style-type: none"> <li>Revise Curriculum Content</li> </ul>	<ul style="list-style-type: none"> <li>External resources for victim</li> <li>Interviewing skills enhancement</li> </ul>

LD # 5 – Introduction to Criminal Law		
	<i>Recommendations</i>	<i>Integration Components</i>
Leadership	<ul style="list-style-type: none"> <li>Role Play Exercise</li> <li>Facilitated Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Use of discretion</li> <li>Influence of rationalization to compromise integrity</li> </ul>
Ethics	<ul style="list-style-type: none"> <li>Facilitated Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Spirit of law v. letter of law – ethical issues</li> <li>Decision Making</li> <li>Entrapment challenges</li> </ul>
Community Policing	<ul style="list-style-type: none"> <li>Revise Curriculum Content</li> </ul>	<ul style="list-style-type: none"> <li>Issue of ethics in problem solving efforts and entrapment</li> </ul>

# LEADERSHIP, ETHICS, COMMUNITY POLICING PROJECT Attachment C

## MASTER INTEGRATION DOCUMENT

LD # 6 – Property Crimes		
	<i>Recommendations</i>	<i>Integration Components</i>
Leadership	<ul style="list-style-type: none"> <li>• Role Play Exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate ethical leadership – honesty, integrity – on the application of probable cause</li> </ul>
Ethics	<ul style="list-style-type: none"> <li>• Learning exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Manufacture/manipulation of probable cause</li> <li>• Courage/Internal strength/Integrity</li> </ul>
Community Policing	<ul style="list-style-type: none"> <li>• Revise Curriculum Content</li> <li>• Simulation exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Use of mediation skills (landlord/tenant) as a component of community policing</li> <li>• Develop crime prevention strategies</li> <li>• Reason for laws and relationship to community</li> </ul>

LD # 7 – Crimes Against Persons		
	<i>Recommendations</i>	<i>Integration Components</i>
Leadership	<ul style="list-style-type: none"> <li>• Structured exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Similar to LD6 in the application of probable cause</li> </ul>
Ethics	<ul style="list-style-type: none"> <li>• Facilitated Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Implications with application of probable cause</li> <li>• Scope of law</li> </ul>
Community Policing	<ul style="list-style-type: none"> <li>• Create scenario to measure application of problem solving, use of resources and prevention (elder abuse)</li> <li>• Revise Curriculum Content</li> </ul>	<ul style="list-style-type: none"> <li>• Integrate how these crimes impact community's perception of crime (fear of crime)</li> <li>• Problem solving exercise to search for underlying conditions</li> </ul>

MASTER INTEGRATION DOCUMENT

LD # 8- General Criminal Statutes		
	<i>Recommendations</i>	<i>Integration Components</i>
Leadership	<ul style="list-style-type: none"> <li>Facilitated Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Similar to LD6 in the application of statutes</li> </ul>
Ethics	<ul style="list-style-type: none"> <li>Facilitated Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Progression of compromise</li> </ul>
Community Policing	<ul style="list-style-type: none"> <li>Revise Curriculum Content</li> <li>Application scenario to measure ability to analyze a problem and develop solution(s) – use of resources besides elements of the crime(s) or enforcement as a sole response</li> </ul>	<ul style="list-style-type: none"> <li>Quality of Life issues and community impact</li> <li>Problem Solving</li> </ul>

LD #9- Crimes Against Children		
	<i>Recommendations</i>	<i>Integration Components</i>
Leadership	<ul style="list-style-type: none"> <li>Facilitated Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Use of effective communication skills</li> <li>Mediation skills</li> </ul>
Ethics	<ul style="list-style-type: none"> <li>Facilitated Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Personal Values and cultural differences</li> <li>Confidentiality</li> <li>Decision-making</li> <li>Public Trust</li> </ul>
Community Policing	<ul style="list-style-type: none"> <li>Revise Curriculum Content</li> <li>Facilitated Discussion on external resources</li> </ul>	<ul style="list-style-type: none"> <li>External Stakeholders and resources</li> </ul>

# LEADERSHIP, ETHICS, COMMUNITY POLICING PROJECT Attachment C

## MASTER INTEGRATION DOCUMENT

LD # 10- Sex Crimes		
	<i>Recommendations</i>	<i>Integration Components</i>
Leadership	<ul style="list-style-type: none"> <li>Facilitated Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate empathy, compassion and communication skills</li> </ul>
Ethics	<ul style="list-style-type: none"> <li>Role Playing</li> </ul>	<ul style="list-style-type: none"> <li>Intervention skills</li> <li>Issues of probable cause</li> <li>Responsive to victims</li> </ul>
Community Policing	<ul style="list-style-type: none"> <li>Revise Curriculum Content</li> <li>Facilitated Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities for collaboration</li> <li>Ethics and role modeling to present professional image</li> <li>Community awareness relative to sex offender registration</li> </ul>

LD # 11 - Juvenile Law and Procedures		
	<i>Recommendations</i>	<i>Integration Components</i>
Leadership	<ul style="list-style-type: none"> <li>Structured Exercises</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate effective communication skills</li> <li>Influence v. authority in the application of juvenile law</li> </ul>
Ethics	<ul style="list-style-type: none"> <li>Facilitated Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Personal values/feelings impact decision-making</li> <li>Responsibility of service</li> </ul>
Community Policing	<ul style="list-style-type: none"> <li>Revise Curriculum Content</li> <li>Facilitated Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Development of partnerships and external resources</li> <li>Collaboration with courts and schools</li> <li>Problem Solving options for juvenile custody</li> </ul>

**LEADERSHIP, ETHICS, COMMUNITY POLICING PROJECT Attachment C**

**MASTER INTEGRATION DOCUMENT**

<b>LD # 12- Controlled Substances</b>		
	<i>Recommendations</i>	<i>Integration Components</i>
Leadership	<ul style="list-style-type: none"> <li>• Revise Curriculum Content</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate ethical leadership – honesty, integrity – on the application of probable cause</li> </ul>
Ethics	<ul style="list-style-type: none"> <li>• Role Playing</li> <li>• Facilitated Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Progression of compromise</li> <li>• Ethics integration into personal lifestyle</li> <li>• Intervention skills</li> <li>• Role model</li> </ul>
Community Policing	<ul style="list-style-type: none"> <li>• Revise Curriculum Content</li> <li>• Facilitated Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Quality of life – how clandestine labs impact community awareness</li> <li>• Collaboration</li> <li>• Problem Solving</li> </ul>

<b>LD # 13- ABC Law</b>		
	<i>Recommendations</i>	<i>Integration Components</i>
Leadership	<ul style="list-style-type: none"> <li>• Facilitated Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Creative skills in development of effective response</li> </ul>
Ethics	<ul style="list-style-type: none"> <li>• Facilitated Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Rationalization concept</li> <li>• Accepted principles of conduct</li> <li>• Off-duty actions</li> </ul>
Community Policing	<ul style="list-style-type: none"> <li>• Revise Curriculum Content</li> <li>• Facilitated Discussion</li> <li>• Learning Exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Quality of life issues</li> <li>• Partnerships and Problem Solving with Community to address disruptive (ABC) licensed business</li> </ul>

# LEADERSHIP, ETHICS, COMMUNITY POLICING PROJECT Attachment C

## MASTER INTEGRATION DOCUMENT

LD # 15- Laws of Arrest		
	<i>Recommendations</i>	<i>Integration Components</i>
Leadership	<ul style="list-style-type: none"> <li>• Structured exercise</li> <li>• Facilitated Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of process</li> <li>• Understanding options</li> </ul>
Ethics	<ul style="list-style-type: none"> <li>• Facilitated Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Abuse of authority and accountability</li> </ul>
Community Policing	<ul style="list-style-type: none"> <li>• Revise Curriculum Content</li> </ul>	<ul style="list-style-type: none"> <li>• Zero tolerance for use of excessive force as a tenet of community policing</li> <li>• Maintenance of public trust by use of appropriate restraint and application of arrest powers</li> </ul>

LD # 16- Search & Seizure		
	<i>Recommendations</i>	<i>Integration Components</i>
Leadership	<ul style="list-style-type: none"> <li>• Facilitated Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Application of knowledge</li> <li>• Decision making</li> <li>• Assertiveness Skill</li> </ul>
Ethics	<ul style="list-style-type: none"> <li>• Create scenario test – intervention regarding fellow officer's unethical behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Progression of compromise</li> <li>• Ethical assertiveness, courage and responsibility</li> </ul>
Community Policing	<ul style="list-style-type: none"> <li>• Facilitated Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Constitutional Awareness for community</li> <li>• Public perception of officers actions and manner that duties are performed</li> <li>• Use of alternative (external resources) i.e. physical restraint of person to prevent swallowing of narcotics v. transport to medical facility for</li> </ul>

## MASTER INTEGRATION DOCUMENT

		stomach pump
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LD # 17- Presentation of Evidence		
	<i>Recommendations</i>	<i>Integration Components</i>
Leadership	<ul style="list-style-type: none"> <li>• Structured exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Integrity in collection and documentation of evidence</li> <li>• Individual commitment to take "ownership" of case</li> </ul>
Ethics	<ul style="list-style-type: none"> <li>• Facilitated discussion</li> <li>• Learning exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Progression of compromise</li> <li>• Lying (chain of custody)</li> <li>• Public trust</li> </ul>
Community Policing	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

LD # 18 - Investigative Report Writing		
	<i>Recommendations</i>	<i>Integration Components</i>
Leadership	<ul style="list-style-type: none"> <li>• Learning exercise</li> <li>• Facilitated discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate specificity and intelligence in reports</li> <li>• Courage to complete factual reports</li> <li>• Communication skills</li> </ul>
Ethics	<ul style="list-style-type: none"> <li>• Develop ethical situation as part of report writing scenario</li> <li>• Facilitated Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Integrity, accountability, accuracy and honesty in written expression</li> </ul>
Community Policing	<ul style="list-style-type: none"> <li>• Facilitated Discussion</li> <li>• </li> </ul>	<ul style="list-style-type: none"> <li>• Professional image, credibility and ethical assessment of situations</li> <li>• Public trust &amp; perception of officer image based on accurate, objective and complete reports</li> <li>• Effective communication skills (interviewing techniques)</li> </ul>

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**MASTER INTEGRATION DOCUMENT**

<b>LD # 19 – Vehicle Operations</b>		
	<i>Recommendations</i>	<i>Integration Components</i>
<b>Leadership</b>	<ul style="list-style-type: none"><li>• Facilitated Discussion</li><li>• Integrate component in exercise test</li></ul>	<ul style="list-style-type: none"><li>• Decision making and critical thinking skills</li><li>• Responsibility</li><li>• Influence on agency and community by safe and tactical driving</li></ul>
<b>Ethics</b>	<ul style="list-style-type: none"><li>• Facilitated Discussion</li></ul>	<ul style="list-style-type: none"><li>• Accountability</li><li>• Community awareness</li><li>• Public trust</li><li>• Professionalism</li></ul>
<b>Community Policing</b>	<ul style="list-style-type: none"><li>• Facilitated Discussion</li></ul>	<ul style="list-style-type: none"><li>• Professionalism, public trust and community perception of officer's driving tactics</li></ul>



MASTER INTEGRATION DOCUMENT

LD # 20– Use of Force		
	<i>Recommendations</i>	<i>Integration Components</i>
Leadership	<ul style="list-style-type: none"> <li>• Learning exercise</li> <li>• Facilitated Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Decision making by appropriate action</li> <li>• Courage</li> <li>• Respect</li> </ul>
Ethics	<ul style="list-style-type: none"> <li>• Scenario test – awareness/response regarding excessive force</li> </ul>	<ul style="list-style-type: none"> <li>• Personal values influence</li> <li>• Decision making, courage, responsibility</li> <li>• Noble cause conditions</li> </ul>
Community Policing	<ul style="list-style-type: none"> <li>• Revise Curriculum Content</li> <li>• Facilitated Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Community perception and support can erode with incidents of excessive force</li> <li>• Officer Safety and Effective Personal Tactics Critical Elements of policing</li> <li>• Effective use of problem solving skills in use of force options, threat assessment, levels of resistance and impact of circumstances</li> </ul>

# LEADERSHIP, ETHICS, COMMUNITY POLICING PROJECT Attachment C

## MASTER INTEGRATION DOCUMENT

LD #21- Patrol Techniques		
	<i>Recommendations</i>	<i>Integration Components</i>
Leadership	<ul style="list-style-type: none"> <li>Facilitated Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Professionalism</li> <li>Communication skills</li> <li>Strength of character by appropriate use of command presence</li> </ul>
Ethics	<ul style="list-style-type: none"> <li>Facilitated Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Principles of Conduct</li> <li>Profiling</li> <li>Personal values v. organizational values</li> <li>Public trust</li> </ul>
Community Policing	<ul style="list-style-type: none"> <li>Facilitate Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Problem Solving to address specific crime issues</li> <li>Role of professionalism and officer demeanor</li> <li>Use of patrol to impact community resources</li> <li>Interaction w/community to enhance policing</li> </ul>

LD # 22 - Vehicle Pullovers		
	<i>Recommendations</i>	<i>Integration Components</i>
Leadership	<ul style="list-style-type: none"> <li>Learning exercise</li> <li>Facilitate Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of techniques</li> <li>Effective communication (tactical)</li> <li>Flexibility</li> <li>Courage and Respect</li> </ul>
Ethics	<ul style="list-style-type: none"> <li>Revise Curriculum Content</li> <li>Facilitated Discussion</li> <li>Learning Exercise</li> </ul>	<ul style="list-style-type: none"> <li>Issues of probable cause for stops</li> <li>Profiling bias</li> <li>Accountability</li> <li>Public Trust</li> <li>Intervention response</li> <li>Decision making</li> </ul>
Community Policing	<ul style="list-style-type: none"> <li>Facilitated Discussion</li> <li>Simulated Exercise</li> </ul>	<ul style="list-style-type: none"> <li>Community awareness issues</li> <li>Community perception of peace officer tactics</li> <li>Tactical communication skills</li> </ul>

## MASTER INTEGRATION DOCUMENT

LD # 23 – Crimes In Progress		
	<i>Recommendations</i>	<i>Integration Components</i>
Leadership	<ul style="list-style-type: none"> <li>• Integrate components in scenario test</li> </ul>	<ul style="list-style-type: none"> <li>• Decision making in securing scene</li> <li>• Influence</li> <li>• Communication with specificity</li> <li>• Responsibility and assertiveness</li> </ul>
Ethics	<ul style="list-style-type: none"> <li>• Modify existing scenario – appropriate response</li> <li>• Facilitated Discussion</li> <li>• Learning exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Accountability, responsibility</li> <li>• Courage and Strength of Character</li> </ul>
Community Policing	<ul style="list-style-type: none"> <li>• Revise Curriculum Content</li> </ul>	<ul style="list-style-type: none"> <li>• Use of media, community awareness of the scene and potential dangers</li> <li>• Professionalism</li> <li>• Communication and mediation skills in dialogue with persons at scene, victims and offenders</li> <li>• Off-duty behavior to portray professionalism and community awareness</li> </ul>

**LEADERSHIP, ETHICS, COMMUNITY POLICING PROJECT Attachment C****MASTER INTEGRATION DOCUMENT**

<b>LD # 24 – Handling Disputes/Crowd Control</b>		
	<i>Recommendations</i>	<i>Integration Components</i>
<b>Leadership</b>	<ul style="list-style-type: none"><li>• Facilitated Discussion</li></ul>	<ul style="list-style-type: none"><li>• Responsibility</li><li>• Communication (mediation)</li><li>• Knowledge</li></ul>
<b>Ethics</b>	<ul style="list-style-type: none"><li>• Facilitated Discussion</li></ul>	<ul style="list-style-type: none"><li>• Personal bias interference</li><li>• Responsibility</li></ul>
<b>Community Policing</b>	<ul style="list-style-type: none"><li>• Revise Curriculum Content</li><li>• Facilitated Discussion</li></ul>	<ul style="list-style-type: none"><li>• Mediation skills, intervention techniques</li><li>• Collaboration with community</li><li>• Use of external resources</li><li>• Professionalism</li><li>• Tactical Communication</li><li>• Knowledge of key community leaders</li></ul>

MASTER INTEGRATION DOCUMENT

LD # 25 – Domestic Violence		
	<i>Recommendations</i>	<i>Integration Components</i>
Leadership	<ul style="list-style-type: none"> <li>• Facilitated Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Communication (conflict resolution)</li> <li>• Demonstrate trust, respect and genuineness</li> <li>• Responsibility – stabilize situation, minimize risk</li> </ul>
Ethics	<ul style="list-style-type: none"> <li>• Revise Curriculum Content</li> </ul>	<ul style="list-style-type: none"> <li>• Align personal life with professional life</li> <li>• Rationalization</li> <li>• Responsibility</li> <li>• Impact of negative consequences in personal life</li> </ul>
Community Policing	<ul style="list-style-type: none"> <li>• Revise Curriculum Content</li> <li>• Facilitated Discussion</li> <li>• Learning Exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Problem solving techniques</li> <li>• Collaboration and partnerships vital</li> <li>• External resource knowledge (i.e. SART/DV etc)</li> </ul>

# LEADERSHIP, ETHICS, COMMUNITY POLICING PROJECT Attachment C

## MASTER INTEGRATION DOCUMENT

LD # 26 – Unusual Occurrences		
	<i>Recommendations</i>	<i>Integration Components</i>
Leadership	<ul style="list-style-type: none"> <li>• Revise Curriculum Content</li> <li>• Learning exercise</li> <li>• Simulations</li> </ul>	<ul style="list-style-type: none"> <li>• Problem solving techniques – i.e. SARA model</li> <li>• Analytical skills</li> <li>• Courage and intelligence</li> <li>• Decision making</li> </ul>
Ethics	<ul style="list-style-type: none"> <li>• Group Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Personal concerns v. organizational and community obligations</li> <li>• Decision making on “right” choice</li> </ul>
Community Policing	<ul style="list-style-type: none"> <li>• Facilitated Discussion</li> <li>• Learning Exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration elements with Incident Command System (ICS)</li> <li>• Media Interaction</li> <li>• Communication skills</li> </ul>

LD # 27 – Missing Persons		
	<i>Recommendations</i>	<i>Integration Components</i>
Leadership	<ul style="list-style-type: none"> <li>• Learning exercise</li> <li>• Scenario testing</li> <li>• Facilitated Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Individual commitment</li> <li>• Communication</li> <li>• Empathy</li> </ul>
Ethics	<ul style="list-style-type: none"> <li>• Group Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Liability, omission</li> <li>• Responsibility</li> <li>• Public Trust</li> </ul>
Community Policing	<ul style="list-style-type: none"> <li>• Facilitated Discussion</li> <li>• Revise Curriculum Content</li> </ul>	<ul style="list-style-type: none"> <li>• Officer professionalism</li> <li>• Skill of empathic communication</li> <li>• Knowledge of external resources</li> </ul>

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LD # 28 – Traffic Enforcement		
	<i>Recommendations</i>	<i>Integration Components</i>
Leadership	<ul style="list-style-type: none"> <li>Facilitated Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Decision Making</li> <li>Communication Skills</li> <li>Knowledge in application of traffic law</li> <li>Ability to Influence as an option to arrest</li> </ul>
Ethics	<ul style="list-style-type: none"> <li>Facilitated Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Decision Making</li> <li>Personal values in application of enforcement</li> <li>Compromise – “professional courtesies”</li> </ul>
Community Policing	<ul style="list-style-type: none"> <li>Facilitated Discussion</li> <li>Learning Exercise</li> </ul>	<ul style="list-style-type: none"> <li>Decision Making Skills and use of discretion</li> <li>Problem Solving</li> </ul>

LD #29 – Traffic Accident Investigation		
	<i>Recommendations</i>	<i>Integration Components</i>
Leadership	<ul style="list-style-type: none"> <li>Facilitated Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Problem solving and analytical skills</li> <li>Decision Making</li> </ul>
Ethics	<ul style="list-style-type: none"> <li>Learning exercise</li> <li>Facilitated Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Responsibility</li> <li>Ethical decision planning</li> <li>Equality of treatment</li> </ul>
Community Policing	<ul style="list-style-type: none"> <li>Revise Curriculum Content</li> <li>Learning Exercise</li> </ul>	<ul style="list-style-type: none"> <li>Problem Solving techniques</li> <li>Prevention strategies</li> </ul>

MASTER INTEGRATION DOCUMENT

LD # 30- Preliminary Investigation		
	<i>Recommendations</i>	<i>Integration Components</i>
Leadership	<ul style="list-style-type: none"> <li>• Facilitated Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Professionalism</li> <li>• Specificity in communication</li> <li>• Integrity</li> <li>• Strength of Character</li> <li>• Courage</li> <li>• Responsibility to organization and community</li> </ul>
Ethics	<ul style="list-style-type: none"> <li>• Revise Curriculum Content</li> <li>• Facilitated Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Balance personal values with job expectations</li> <li>• Honesty, Integrity, Accuracy in conducting investigations</li> <li>• Accountability</li> <li>• Role Model in testifying</li> <li>• Noble Cause</li> </ul>
Community Policing	<ul style="list-style-type: none"> <li>• Revise Curriculum Content</li> <li>• Facilitated Discussion</li> <li>• Learning Exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Problem Solving techniques</li> <li>• Interpersonal Skills</li> <li>• Community Partnerships</li> <li>• Interpersonal Skills</li> <li>• Communication Skills and demeanor</li> <li>• Collaboration</li> <li>• Professionalism</li> </ul>



**LEADERSHIP, ETHICS, COMMUNITY POLICING PROJECT** Attachment C

**MASTER INTEGRATION DOCUMENT**

<b>LD # 31 - Custody</b>		
	<i>Recommendations</i>	<i>Integration Components</i>
Leadership	<ul style="list-style-type: none"> <li>• Facilitated Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Respect</li> <li>• Tactical knowledge</li> </ul>
Ethics	<ul style="list-style-type: none"> <li>• Group Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Moral/legal obligation for care, custody and safety</li> <li>• Responsibility</li> <li>• Public Trust</li> <li>• "Publicity Test"</li> </ul>
Community Policing	<ul style="list-style-type: none"> <li>• Facilitated Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Professionalism</li> <li>• Community Partnership and use of collaborative efforts with external resources</li> </ul>

# LEADERSHIP, ETHICS, COMMUNITY POLICING PROJECT Attachment C

## MASTER INTEGRATION DOCUMENT

LD # 32 – Lifetime Fitness		
	<i>Recommendations</i>	<i>Integration Components</i>
Leadership	<ul style="list-style-type: none"> <li>• Revise Curriculum Content</li> <li>• Facilitated Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Individual commitment – proper physical fitness exemplifies professionalism</li> <li>• Influence – appearance projects level of competency to community</li> </ul>
Ethics	<ul style="list-style-type: none"> <li>• Revise Curriculum content</li> </ul>	<ul style="list-style-type: none"> <li>• Moral obligation to maintain appropriate level of fitness – officer safety, safety of others</li> <li>• Personal values v. law in use of enhancing substances</li> <li>• Off-Duty Behavior</li> </ul>
Community Policing	<ul style="list-style-type: none"> <li>• Facilitated Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Obligation to maintain appropriate level of fitness for effective job performance</li> <li>• Image of professionalism projected to community by conditioned officer</li> </ul>

MASTER INTEGRATION DOCUMENT

LD # 33 – Arrest and Control/Baton		
	<i>Recommendations</i>	<i>Integration Components</i>
Leadership	<ul style="list-style-type: none"> <li>• Revise Curriculum</li> <li>• Scenario</li> </ul>	<ul style="list-style-type: none"> <li>• Intervention techniques</li> <li>• Prevent or reduce conflict</li> </ul>
Ethics	<ul style="list-style-type: none"> <li>• Scenarios – emotional control; intervention techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Prior planning for ethical arrest/control incidents</li> <li>• Rationalization</li> <li>• Decision Making</li> <li>• Tactical Communication – diffusion</li> <li>• Public Trust</li> <li>• Ethical Liability</li> </ul>
Community Policing	<ul style="list-style-type: none"> <li>• Facilitated Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Community reaction to application of control techniques</li> </ul>

LD # 34 – First Aid/CPR		
	<i>Recommendations</i>	<i>Integration Components</i>
Leadership	<ul style="list-style-type: none"> <li>• Facilitated Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Decision Making to handle scene</li> <li>• Courage</li> <li>• Communication Skills</li> </ul>
Ethics	<ul style="list-style-type: none"> <li>• Learning Exercise – Group Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural awareness – personal values</li> <li>• Decision Making</li> <li>• Professional Conduct</li> <li>• Responsibility</li> </ul>
Community Policing	<ul style="list-style-type: none"> <li>• Review for reduction of content. Many techniques beyond entry-level officer</li> <li>• Facilitated Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Use of teamwork and partnerships</li> </ul>

MASTER INTEGRATION DOCUMENT

LD # 35 – Firearms/Chemical Agents		
	<i>Recommendations</i>	<i>Integration Components</i>
Leadership	<ul style="list-style-type: none"> <li>Facilitated Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Responsibility</li> <li>Individual Commitment to maintain proficiency</li> </ul>
Ethics	<ul style="list-style-type: none"> <li>Group Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Accountability</li> <li>Responsibility</li> <li>Courage, Strength of Character</li> <li>Off-Duty values – weapon storage</li> </ul>
Community Policing	<ul style="list-style-type: none"> <li>Revise Curriculum Content</li> <li>Facilitated Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Problem Solving Skills applicable to improve target acquisition</li> </ul>

LD # 36 – Information Systems		
	<i>Recommendations</i>	<i>Integration Components</i>
Leadership	<ul style="list-style-type: none"> <li>Integrate component into instructional activity</li> </ul>	<ul style="list-style-type: none"> <li>Decision Making</li> <li>Integrity and Honesty in use of systems</li> </ul>
Ethics	<ul style="list-style-type: none"> <li>Facilitated Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Integrity, confidentiality in use of systems for personal gain</li> <li>Compromise</li> <li>Negative consequences</li> </ul>
Community Policing	<ul style="list-style-type: none"> <li>Facilitated Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Use of external stakeholders</li> <li>Analytical skills and problem solving</li> </ul>

## MASTER INTEGRATION DOCUMENT

LD # 37 – Persons With Disabilities		
	<i>Recommendations</i>	<i>Integration Components</i>
Leadership	<ul style="list-style-type: none"> <li>• Revise Curriculum Content</li> <li>• Facilitated Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Communication Skills – empathy, genuineness</li> <li>• Knowledge</li> </ul>
Ethics	<ul style="list-style-type: none"> <li>• Revise Curriculum Content</li> <li>• Facilitated Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Equality of treatment</li> <li>• Responsibility</li> <li>• Integrity in communication</li> <li>• Public Trust</li> <li>• Empathy and caring in actions</li> </ul>
Community Policing	<ul style="list-style-type: none"> <li>• Revise Curriculum Content</li> <li>• Facilitated Discussion</li> <li>• Learning Exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Quality of Life issues</li> <li>• Empathy Skill</li> <li>• Cultural and Community Awareness</li> <li>• External resources</li> </ul>

LD # 38 – Gang Awareness		
	<i>Recommendations</i>	<i>Integration Components</i>
Leadership	<ul style="list-style-type: none"> <li>• Revise Curriculum Content</li> <li>• Learning Exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Consequences of “gang leadership”</li> <li>• Understanding</li> <li>• Knowledge</li> </ul>
Ethics	<ul style="list-style-type: none"> <li>• Role-playing exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Stereotyping, bias-based policing</li> <li>• Public Trust</li> <li>• Liability</li> <li>• Noble Cause orientation</li> </ul>
Community Policing	<ul style="list-style-type: none"> <li>• Revise Curriculum Content</li> <li>• Facilitated Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Community awareness</li> <li>• Problem Solving on gang related issues</li> <li>• Intervention and prevention skills</li> </ul>

## MASTER INTEGRATION DOCUMENT

LD # 39 – Crimes Against The Justice System		
	<i>Recommendations</i>	<i>Integration Components</i>
Leadership	<ul style="list-style-type: none"> <li>Facilitated Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Integrity</li> <li>Communication skills</li> <li>Accountability</li> </ul>
Ethics	<ul style="list-style-type: none"> <li>Role Playing</li> </ul>	<ul style="list-style-type: none"> <li>Manipulation of probable cause.</li> <li>Accountability, Character of Action</li> <li>Rationalization</li> <li>Prior Planning</li> </ul>
Community Policing	<ul style="list-style-type: none"> <li>Facilitated Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Elements of Professionalism, community awareness, leadership and ethical behavior</li> </ul>

LD # 40 – Weapons Violations		
	<i>Recommendations</i>	<i>Integration Components</i>
Leadership	<ul style="list-style-type: none"> <li>Facilitated Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Critical Thinking</li> <li>Decision Making</li> </ul>
Ethics	<ul style="list-style-type: none"> <li>Facilitated Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Accountability</li> <li>Off-duty conduct – possession of illegal weapons</li> </ul>
Community Policing	<ul style="list-style-type: none"> <li>Facilitated Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Community awareness and expectations about concealed weapons</li> </ul>

## MASTER INTEGRATION DOCUMENT

LD # 41 – Hazardous Materials		
	<i>Recommendations</i>	<i>Integration Components</i>
Leadership	<ul style="list-style-type: none"> <li>Facilitated Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Decision Making</li> <li>Courage</li> <li>Responsibility</li> </ul>
Ethics	<ul style="list-style-type: none"> <li>Facilitated Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Personal life v. organizational values</li> <li>Integrity in reporting violations</li> </ul>
Community Policing	<ul style="list-style-type: none"> <li>Facilitated Discussion</li> <li>Learning Exercise</li> </ul>	<ul style="list-style-type: none"> <li>Community awareness of potential hazards</li> <li>Partnership collaboration</li> <li>Media relations</li> </ul>

LD # 42 – Cultural Diversity/Discrimination		
	<i>Recommendations</i>	<i>Integration Components</i>
Leadership	<ul style="list-style-type: none"> <li>Learning exercise</li> </ul>	<ul style="list-style-type: none"> <li>Active Listening</li> <li>Decision Making</li> <li>Respect, Integrity</li> <li>Communication</li> </ul>
Ethics	<ul style="list-style-type: none"> <li>Role Playing</li> <li>Create scenario-cultural awareness</li> </ul>	<ul style="list-style-type: none"> <li>Personal values v. organizational mission</li> <li>Obligations, responsibilities</li> <li>Decision making</li> <li>Integrity</li> <li>Public Trust</li> </ul>
Community Policing	<ul style="list-style-type: none"> <li>Revise Curriculum Content</li> <li>Facilitated Discussion</li> <li>Learning Exercise</li> </ul>	<ul style="list-style-type: none"> <li>Multiple issues for effective communication, community awareness, collaboration and problem solving</li> </ul>

**LEADERSHIP, ETHICS AND  
COMMUNITY POLICING  
INTEGRATION PROJECT**

**DRAFT**

**IMPLEMENTATION PLAN**



**DRAFT**

## **IMPLEMENTATION PLAN**

***Purpose:*** To integrate the principles, concepts, strategies, competencies and techniques of leadership, ethics and community policing throughout the entire basic course curriculum based upon a three-year plan to pilot course changes. The plan was designed as a guide to be as practical and flexible in detail as resources or objectives change in order to realistically accomplish the intended goals.

***Goals:*** To inculcate the principles, concepts, strategies, competencies and techniques of leadership, ethics and community policing as a common theme throughout the basic course without expanding the current minimum number of training hours.

***Objective:*** To reinforce the principles, concepts, strategies, competencies and techniques in appropriate curriculum content, scenarios, facilitated discussions, and tests of the basic course.

***Strategies:*** Integral components of the plan included, analysis of submitted data, curriculum design and delivery, instructor training and development, assessment criteria, pilot implementation and evaluation.

***Assumptions:*** Incorporated into the plan are the primary assumptions of the project - the minimum number of hours in the basic course will not be expanded, community expectations to improve police accountability have increased, and agencies throughout California are adopting and embracing the philosophy of community policing.

Cornerstones of the plan rely on extensive research, findings of the subject matter expert committee, and recommendations of the steering committee. Elements of the plan include: administration, analysis, pilot selection, curriculum revision, course design and delivery, sequencing, instructor training and development, evaluation, editing and production, resources, and transition period.

The plan also includes provisions for periodic status reports to the Long Range Planning Committee and the POST Commission.

### **Administration**

Under the direction of a project manager assigned to the Basic Training Bureau, an analysis team of internal and external stakeholders will be assembled. The team will be comprised of selected subject matter experts, basic course presenters, and POST personnel (Basic Training, Training Program Services, Information Services, and Standards and Evaluation) to affirm goals, establish objectives to achieve the goals, determine critical data to be collected, delivery methodologies, assessment (testing) strategies, implementation issues and selection of pilot sites.

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Subject matter experts may include professionals with advanced training, law enforcement personnel with recognized topical or operational expertise, or community members with substantial knowledge in a particular field.

The integration project will not only involve Basic Training, Training Program Services, Standards and Evaluation, and, Information Services, it will have ramifications for Training Delivery, Management Counseling, Course Quality Assessment, Administrative Services, Computer Services Bureaus and the Center for Leadership Development within the POST organization. As a result, the Executive Office will oversee internal management issues, roles and responsibilities to facilitate a collaborative team effort.

**Analysis**

This phase will include an assessment of the entire basic course instructional system, pilot selection and curriculum revision. The research data (Master Integration Document, Alignment Studies, Traits and Competencies Summary, and Summary of Recommendations) will be used as foundational resource material.

The *Training and Testing Specifications for Peace Officer Basic Courses*, POST-knowledge tests, scenario tests, exercise tests, instructional activities and the 45 student workbooks (41 used by the Regular Basic Course and 4 used by the Specialized Investigators Basic Course) will be reviewed to address two objectives of the project – (1) assess the present basic course instructional system to provide better alignment with essential job tasks of the entry-level officer; and (2) integrate the principles of leadership, ethics and community policing - without increasing the minimum number of instructional hours.

In addition, the review will recommend (1) deletion of instructional material judged to be redundant, outdated, unnecessary or inconsistent with the *Entry-Level Uniformed Patrol Officer Job Analysis*; and (2) the movement of selected curricula from the basic course to the Field Training Program.

Knowledge acquired from the review should allow content of the existing curriculum to be compressed without a negative impact on quality, increase in administrative time for testing and instructional activities, and facilitate the inculcation of the principles, concepts, strategies, techniques and competencies of leadership, ethics and community policing.

An intended outcome of the analysis should be an enhanced alignment of the basic course and the field-training program as integrally linked components of the basic training cycle for entry-level peace officers. Simply, the field training program should be an extension of the basic course.

***DRAFT*****Pilot Selection Criteria**

Three to five basic course presenters (academies) will be selected to pilot the revised course. Pilot programs will provide feedback, assess course effectiveness, evaluate outcomes of graduates, and generate validation data for appropriate revisions prior to statewide implementation. Volunteer pilot sites will be chosen from among the existing 39 POST-approved academies. The following criteria will be considered in selecting pilot agencies:

- Current hiring/enrollment
- Size of academy
- Organizational issues
- Audit/evaluation
- Endorsement of integration project
- Type of academy (intensive/modular)
- Availability of personnel to be assigned to project
- Regional Community Policing Institute (RCPI) affiliate
- Agency Field Training Program
- Advisory committee
- Academy Director (full/part-time)
- Managerial Leadership
- Academy Instructor Cadre
- Service Area
- Academy Facilities

**Curriculum Revision**

A curriculum revision team comprised of subject matter experts in the disciplines of leadership, ethics and community policing, instructors (accredited with adult learning techniques), and subject matter experts in the 45 learning domains, will recommend revisions to the basic course curriculum to integrate the principles, concepts and strategies of leadership, ethics and community policing.

Use of the Master Integration Document with the 342 recommended modifications would serve as a beneficial resource. The team will address the curriculum of the 45 student workbooks including knowledge tests, scenario tests, instructional activities and exercise tests, to make appropriate revisions including development of material for facilitated discussions.

The revisions will be implemented with the pilot academies. To ensure that the modifications are appropriately integrated, selected subject matter experts will monitor and evaluate pilot courses.

**Course Design and Delivery**

This phase will include sequencing of learning domains, teaching delivery techniques, instructor training and evaluation instruments to assess outcomes.

**DRAFT**

Design of the basic course should be congruent with the tenets of community policing, provide tools for ethical decision-making, and deliver instructional material to cultivate autonomous line officer leadership. An interactive training delivery system will be incorporated into the design to ensure a high degree of transference and retention of the training material.

Following the recommendations of the SME and Steering committees and corroborated through extensive research, the widespread use of the principles of adult learning (action learning) must be utilized in the basic course. Adults learn best from experience and working on real-world problems rather than from extensive note taking and memorization.

Training must address not only the mechanics of problem solving but also the application of scanning, analysis, response and assessment (S.A.R.A.) to common community problems that the police confront. Training should not be limited to reactive enforcement techniques, investigation or knowledge of laws and policies; but encompass the nature and known causes of the problem, and proven methods of effective prevention, intervention and reduction.

Similar processes should apply to ethical decision making with repetition and reinforcement. Recruits should be tasked with *real-life* experiences that challenge their critical thinking skills and leadership development. Training design must afford recruits the opportunity to build prior-planning strategies to make sound judgments, avoid mediocrity and accept personal accountability, and to recognize the severe consequences of poor ethical decisions.

In this phase, subject matter experts will review and modify existing scenarios, learning exercises, and instructional activities to incorporate the recommendations of the SME and Steering committees. The preferred delivery technique will be the use of facilitated discussions as student-centered instructional activities to replace lecture, whenever possible.

**Sequencing**

Sequencing and presentation of the basic course should be designed to ensure that the learning domains have a building block approach and connectivity with one another to continually reinforce leadership, ethics and community policing as a common fabric throughout the instructional system.

For example, Learning Domain #1 (*Leadership, Professionalism and Ethics, as revised*), and Learning Domain #3 (*Community Policing, as revised*), should be sequenced early in the basic course. This will provide a foundation for integration and reinforcement in other learning domains and establish an immediate framework for leadership, ethical decision-making, and problem solving.

***DRAFT***

The services of an instructional designer should be secured to address the sequencing and design issues.

### **Instructor Training and Development**

Based on committee input and prior POST studies, there are about 3,000 full and part-time instructors who deliver training for the 39 basic course presenters (academies) in the state. The number is in continuous flux due to changes in academy staffing.

Instructors are vital to facilitate a learning environment in the basic course that requires recruits to synthesize information and multi-task in order to mirror the complex realities of the job. In fact, the teaching methods used and the manner in which the instruction is presented is critical to recruits in order to acquire the necessary information and knowledge to be successful on the job.

Initially, instructors at the pilot sites should receive training to acquire a better understanding of the principles, concepts and strategies of leadership, ethics and community policing and how they can be applied in the pilot curriculum. Training should enhance core competencies in the application of adult learning principles, skills to facilitate problem solving exercises and use of a variety of learning resources and training aids.

Research has shown the application of such techniques based on principles of adult learning to be highly motivating and effective in developing work related skills.

One method of adult learning, known as problem based learning (PBL), will be evaluated during the pilot. PBL is a curriculum development and instructional approach that encourages meaningful student-focused learning. With PBL, job-specific knowledge and skills learned are better retained as they are directly linked to the resolution of actual problems.

A version of PBL, adapted for police training, continues to be used successfully at the Royal Canadian Mounted Police Institute (RCMP) and the Upper Minnesota Community Police Institute. In the last year, the Los Angeles Police Department (LAPD) has introduced PBL in meeting certain in-service training mandates. The selection of PBL as the training delivery technique was credited as being one of the most important decisions made by the design team.

A 'train-the-trainer' course for instructors at the pilot sites, will be developed by subject matter experts and instructional design experts versed in adult learning. An external contractor or graduates from the POST Master Instructor Development Program (MIDP) and the POST-sponsored Robert Presley Institute of Criminal Investigation (ICI) may present delivery of the course.

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MIDP and ICI have pioneered the development of instructors that move from transmitted learning – where the teacher transmits and the student receives without much collaboration or interactivity- to a learner-centered environment where the learner is the important player. Instruction is a process about how students learn as much as it is about what they learn.

Once a cadre of trainers has been developed through the pilot, continuous training to accredit basic course instructors statewide should ensue. The use of technology, such as DVD, CD-ROM, and/or internet-based programs (e-training), should be studied as potential cost effective methods to accomplish elements of instructor training and certification.

The Commission previously advanced minimum training standards required for basic academy instructors by approval of the POST Voluntary Basic Course Instructor Certification Program in 2000. The goal of instructor certification is to recognize achievement of education, training and experience by an instructor with a demonstrated level of competence.

Effective July 2002, the instructor certification program will be expanded, as “primary” instructors of certain specialized training courses will be required to complete a specified training standard prior to leading instruction in specific POST-certified courses. The regulations, approved by the Commission, will also establish minimum standards for Academy Directors, Coordinators and Recruit Training Officers.

The Steering Committee recommended that instructor certification should progress to the next level to mandate that all core instructors in the basic course be accredited in facilitation skills and contemporary adult educational methods. This will establish a training vehicle for instructors on how to use a greater variety of teaching delivery methods to link leadership, ethics and community policing to the learning domains within their respective areas of expertise. A full accreditation requirement will send a message that acknowledges the vital role that instructors play in the training of peace officers.

Appropriate revisions to the POST Workbook Instructional System Instructor Guide should be made to include focused adult learning techniques such as PBL, and supplemental teaching delivery information to facilitate integration of leadership, ethics and community policing in the curriculum.

**Evaluation**

Modifications should be made to basic course testing instruments, development of new knowledge tests for Learning Domains #1 and #3, revisions to the mid-term and final exams, and creation of evaluation instruments to measure the efficacy of integrating components of leadership, ethics and community policing.

**DRAFT**

Performance measurements for knowledge tests, facilitated discussions, problem based learning exercises, scenario and exercise tests should also be developed. Evaluation should include assessing the impact on the community and graduate performance in the Field Training Program.

The POST Basic Course Certification Review process should be revised to ensure that the concepts and competencies of leadership, ethics and community policing are effectively integrated.

During this phase an audit instrument will be developed for pilot academies. The audit vehicle will help establish a baseline of academy operations for integration and evaluation. The audit scope may include but not be limited to: thoroughness and detail of expanded course outlines and lesson plans, management guide, consistent compliance with POST reporting procedures, quantity and quality of Recruit Training Officer (RTO) staff, degree of participation in POST's Master Instructor Development Program (MIDP) or other instructor development programs, the use of adult learning techniques, efficient use of academy facilities, regulatory guideline adherence and scenario testing practices.

Some of the evaluative components may include, but are not limited to:

- Community surveys
- Liability payments/civil suit dispositions
- Perception of law enforcement
- Agency/law enforcement creditability
- Criminal filings
- Officer interviews
- Personnel complaints
- Terminations
- Improved training quality
- One-on-one surveys
- Improved selection process

The use of an Intranet/Extranet site should be evaluated for the sharing of information and posting results to the evaluation team. Team members located outside of POST could use an extranet. Such a tool could be directly linked to the data captured in the evaluation to provide "real-time" feedback.

**Editing and Production**

The recommended changes in the basic course will necessitate editing and production of supplemental guides for use by the pilot academy sites and eventually will impact the *Basic Course Workbook Series*, *Basic Course Instructor Guide*, *Scenario Manual*, *Basic Course Management Guide* and the *Training and Testing Specifications for Peace Officer Basic Courses*.

**DRAFT**

A process of this size will generate substantial workload commitments for existing POST staff and will require other personnel resources.

**Resources**

Implementation of the plan will require resources to carry out the following responsibilities:

- Subject Matter Experts – recognized experts (law enforcement or community members) with extensive knowledge in leadership, ethics and community policing, experts in the domains linked to those disciplines, FTO, selected instructors accredited in adult learning techniques, academy coordinators and/or directors, computer program designers and instructional designers.
- POST staff from Basic Training Bureau, Standards & Evaluation, Training Program Services and Information Services
- Steering Committee for oversight direction, feedback, and review
- Principle Investigator or Project Researcher for design, assessment instrument development, evaluation and monitoring.
- Facilitators, researchers, recorders, editors and word processors
- Project Manager to recommend SME's, facilitate workshops, collect data, organize, coordinate components and direct activities
- Instructional designer
- Support staff for administration of the project and management of data collection
- Management review
- Graphic Artist for publications layout (student workbooks, instructor guide, basic course management materials, etc., illustrations, and web site design)

**Transition From Pilot to Statewide Implementation**

Upon successful conclusion of the three-year pilot phase, proposed revisions to the *Training and Testing Specifications for Peace Officer Basic Courses* will be refined and submitted for consideration at a public hearing before the Commission and subsequent approval by the Office of Administrative Law (OAL).



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Concurrent with the process to revise the regulations, modifications, editing and production of the Basic Course Workbook Instructional System, Scenario Manual, Instructor Guide, Basic Course Management Guide, and POSTRAC tests will be completed.

The effective date for statewide implementation will be approximately two years following successful completion of the pilot phase. In the interim, academies will be encouraged to voluntarily implement the new curriculum.

With renewed public trust, future basic training developments as outlined in this plan should advance leadership, police-community engagement to prevent predictable crime, problem solving and quality of life issues.

**PRIMARY ASSUMPTIONS**


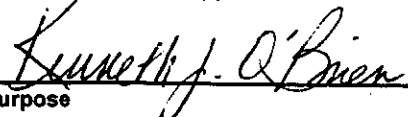
- 1) BASIC COURSE CURRICULUM TRAINING OBJECTIVES SHOULD CHANGE TO PROVIDE BETTER ALIGNMENT WITH ESSENTIAL JOB TASKS OF THE ENTRY-LEVEL PEACE OFFICER.
- 2) THE DEVELOPMENT OF THE PLAN IS THE INITIAL PHASE; SUBSEQUENT FOLLOW-UP WORK WILL BE REQUIRED FOR PROGRAM IMPLEMENTATION.
- 3) THE NUMBER OF HOURS IN THE BASIC COURSE WILL NOT INCREASE.
- 4) APPROVAL BY THE COMMISSION OF THE PLAN IS ESSENTIAL.
- 5) THE PROJECT WILL BE PILOTED PRIOR TO IMPLEMENTATION.  
5A) GRADUATES OF THE PILOT WILL BE EVALUATED TO ASSESS OUTCOMES
- 6) SOME BASIC COURSE PRESENTERS ARE CURRENTLY EXPERIMENTING WITH IMPLEMENTING ETHICS, LEADERSHIP, AND COMMUNITY POLICING INTO THEIR CURRICULUM. EVALUATION OF THOSE PROGRAMS WILL BE PART OF THE PROJECT.
- 7) COMMUNITY EXPECTATIONS RELATIVE TO IMPROVED POLICE ACCOUNTABILITY ARE INCREASING
- 8) PEACE OFFICERS ARE EXPECTED TO EXERCISE APPROPRIATE LEADERSHIP IN INTERACTIONS WHETHER INTERNAL OR EXTERNAL TO THE ORGANIZATION.
- 9) INTEGRATING LEADERSHIP, ETHICS AND COMMUNITY POLICING, PRINCIPLES IN THE BASIC COURSE IS A CRITICAL PRIORITY

**PRIMARY ASSUMPTIONS**

- 10) **PRINCIPLES OF LEADERSHIP, ETHICS, AND COMMUNITY POLICING WILL BE INTEGRATED AND REINFORCED THROUGHOUT THE ENTIRE BASIC COURSE CURRICULUM**
- 11) **AGENCIES THROUGHOUT CALIFORNIA (AND THE NATION) ARE ADOPTING AND EMBRACING THE PHILOSOPHY OF COMMUNITY POLICING.**
- 12) **LEADERSHIP, ETHICS, AND COMMUNITY POLICING COMPETENCIES ARE VITAL FOR RECRUTS. BASIC COURSE CURRICULUM SHOULD BE ENHANCED TO MEET THOSE BELIEFS.**
- 13) **TRAINING SUPPORT MATERIAL FOR CURRICULUM CHANGES AND INSTRUCTOR DEVELOPMENT COURSES WILL NEED TO BE DESIGNED AND/OR EXPANDED.**
- 14) **THE ROLE AND QUALIFICATIONS OF THE INSTRUCTOR WILL NEED TO CHANGE TO EMPHASIZE FACILITATION SKILLS AND LIFETIME LEARNING.**
- 15) **AN EVALUATION COMPONENT WILL BE NECESSARY TO MEASURE THE EFFECTIVENESS OF THE REVISIONS.**

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

**COMMISSION AGENDA ITEM REPORT**

<b>Agenda Item Title</b> Contract Extension for POST Management Fellow - Basic Training Bureau		<b>Meeting Date</b> April 11, 2002
<b>Bureau</b> Basic Training Bureau	<b>Reviewed By</b> 	<b>Researched By</b> Bud Lewallen
<b>Executive Director Approval</b> 	<b>Date of Approval</b> 3-17-02	<b>Date of Report</b> February 15, 2002
<b>Purpose</b> <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		<b>Financial Impact:</b> <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the **ISSUE**, **BACKGROUND**, **ANALYSIS**, and **RECOMMENDATION**. Use additional sheets if required.

**ISSUE**

Should the Commission authorize the Executive Director to extend the contract for a Special Consultant (Management Fellow) for the purposes of continuing to integrate the principles and competencies of Leadership, Ethics and Community Policing throughout the entire Basic Course curriculum?

**BACKGROUND**

Two goals adopted in the POST Strategic Plan 2001 relevant to this project are: A.6 - Develop and implement a comprehensive plan for appropriate integration of basic academy and field training by January 2003 and B.10 - Develop and implement strategies for reinforcing law enforcement's professional values including ethical conduct, integrity, image, interpersonal communications skills, and bystandership by January 2003.

Integrating Community Policing throughout the Basic Course was included based upon a concern from the field that the subject should be expanded beyond its current Learning Domain.

The Commission authorized the Executive Director to contract for the services of a Special Consultant to coordinate this project in developing a plan to integrate leadership, ethics and community policing throughout basic training. A parallel assignment is to conduct an alignment analysis of verified job tasks with existing curriculum. The Special Consultant began working on the project in April 2001 while assigned to the Basic Training Bureau.

Methodologies have included the identification of appropriate competencies for leadership, ethics and community policing and determining where these competencies currently exist and where they are to be integrated into the Basic Course. This evaluation is also utilizing data from the alignment component to identify gaps in the workbook curriculum. In addition, research on the project has included evaluation of some Basic Course programs that include implementing Leadership, Ethics and Community Policing into the basic academy curriculum.

A Steering Committee, composed of academy directors, agency executives, organization representatives and other recognized experts met in August 2001. The committee was convened to provide oversight for the project. The committee endorsed the project assumptions, identified objectives for subject matter expert (SME) committees and elements of the final plan. Follow-up committee meetings were held in November and January of this year where representatives from the three SME committees made presentations to the Steering Committee regarding their respective progress and recommendations. The Steering Committee endorsed the SME

committees' work and considered the future implementation of this program into the basic course should the plan be approved by the Commission. The committee supports the inclusion of leadership, ethics and community policing into the curriculum and to expand the use of adult learning techniques, such as, Problem Based Learning.

The plan to implement the elements of leadership, ethics and community policing throughout the 41 Learning Domains of the Basic Course will be submitted to the Commission for approval at the April 2002 Commission Meeting as a separate Agenda Item.

### **ANALYSIS**

It is anticipated that the implementation of this plan will take approximately three years and require additional resources beyond POST's current staffing level. Extending the contract of the current Special Consultant will greatly facilitate the implementation of this plan. The Special Consultant has acquired considerable knowledge on these issues and his expertise would help to expedite implementation.

### **RECOMMENDATION**

It is recommended that the Commission authorize the Executive Director to extend the existing contract for an additional year with the Department of Alcoholic Beverage Control for the services of a Special Consultant for the purposes of continuing to integrate the principles and competencies of Leadership, Ethics and Community Policing throughout the entire Basic Course curriculum for a cost not to exceed \$130,000 for salary and benefits.

# COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

## COMMISSION AGENDA ITEM REPORT

Agenda Item Title  Proposed Changes to POST's Strategic Plan		Meeting Date  April 10, 2002
Bureau  Executive Office	Reviewed By  Kenneth O'Brien	Researched By  Hal Snow
Executive Director Approval  <i>Kenneth J. Brien</i>	Date of Approval  3-17-02	Date of Report  March 15, 2002
Purpose <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the **ISSUE**, **BACKGROUND**, **ANALYSIS**, and **RECOMMENDATION**. Use additional sheets if required.

**ISSUE:**

Should proposed changes be approved to update POST's Strategic Plan?

**BACKGROUND:**

At its January 31, 2002 meeting, the Commission authorized staff to proceed with the process of updating POST's Strategic Plan. The plan is updated annually for routine technical changes and more thoroughly every two years. The more thorough updating process involves obtaining input from POST's clients and partners. A POST Strategic Plan Workshop was held February 19-20 to solicit this input from over 45 representatives of the law enforcement, training, community at large, as well as POST Commissioners and Advisory Committee members. See Attachment A for list of participants. POST staff has also had opportunity to provide its input for this updating.

**ANALYSIS:** Proposed changes to the Strategic Plan include:

- 11 objectives are recommended for deletion primarily because they have been implemented or completed including:
  - B.4 - Standardize Course Development Guidelines
  - B.7 - Availability of Reserve Training
  - B.9 - Assessing Course Quality
  - B.11 - Regional Skills Centers
  - C.3 - Establish Electronic POST Library and Clearinghouse
  - C.5 - Review POST Regulations
  - C.7 - Develop and Value POST Staff
  - C.8 - Training Compliance Reports on-Line
  - C.10 - Evaluate Requirements for POST Certificates

C.13 - Study Establishing Voluntary Field Training Programs for Specialty Assignments

C.14 - Publicize POST's Services

- 19 objectives are recommended for modification primarily because performance measures or implementation dates need updating. (See Attachment B)
- 25 objectives are proposed to be added which represent the needs of POST's clients, partners, and staff. These include:

**Enhance Standards**

A.7 - Integrate leadership, ethics, and community policing (including problem-oriented policing) into the hierarchy of POST- mandated courses for public safety employees.

A.8 - Study the feasibility of mandating the Background Investigators Course

A.9 - Study the feasibility of mandating the Executive Development Course for peace officer department heads

A.10 - Implement the revised Supervisory Course Curriculum

A.11 - Study the feasibility of mandating a field training program for newly appointed supervisors and managers

A.12 - Study the feasibility of mandating field training for investigative agencies required to complete POST's Specialized Investigative Basic Course

A.13 - Evaluate POST's reading and writing test cut scores and develop a math test for entry-level screening

**Enhance Training Delivery**

B.9 - Review basic academy accreditation standards that exist in other states and at the federal level for implications in improving California's basic training

B.10 - Evaluate the potential for POST developing a program to enhance departmental training on agency policies through the use of scenarios and technology

B.11 - Implement anti-terrorism training (including officer safety)

B.12 - Secure the necessary resources to implement the Basic Course workbook update process

B.13 - Study new, emerging modes of instruction (e.g., problem-based learning) for their implications for POST training programs

B.14 - Study the feasibility of POST assisting community colleges and the Chancellor's Office of the California Community Colleges to standardize units offered for completing the basic academy

B.15 - Develop a recommended protocol for future legislative and POST training mandates that would help insure that all necessary elements are considered

B.16 - Study the feasibility of POST developing workbooks for the District Attorneys' Investigation and Trial Preparation Course

B.17 - Study the curriculum, quality, and methodology of POST's Management Course

B.18 - Integrate appropriate ethics/values training into all POST-certified courses

### **Enhance POST's Services**

- C.8 - Explore alternatives for re-establishment of a program to finance college education of in-service law enforcement officers; i.e., LEEP program
- C.9 - Enhance technical training of POST staff on POST regulations, laws, and procedures which will enable staff to be more responsive to field inquiries (staff will verbally report)
- C.10 - Develop information services to law enforcement that would enhance maintaining compliance with POST's standards
- C.11 - Implement a system within the POST Library to enable compatibility with other electronic libraries
- C.12 - Explore the feasibility of using teleconferencing and net-conferencing for POST meetings
- C.13 - Study the feasibility of obtaining upper division or graduate college units for POST programs such as SLI, MIDP, and the Command College
- C.14 - Study the feasibility of implementing expanded POST certificates for public safety dispatchers participating in the POST Program
- C.15 - Study the feasibility of amending POST's mission/values statement to include references to Ethics, Valuing Employees, and supporting law enforcement in reducing crime and reducing other community safety problems

Perhaps the most significant result of this updating, is reaffirming POST's Strategic Plan direction to continue to raise the bar on POST's standards and services for California law enforcement. POST's clients and partners believe important progress has and is being made to improve the professionalism of California law enforcement professionals. For California to retain its leadership position and reputation, POST must continue its creative and pioneering tradition of raising the bar whenever opportunities present themselves. These proposed revisions to POST's Strategic Plan continues the process of advancing professionalism.

Because there are 25 new objectives proposed for POST's Strategic Plan, it will be necessary to carefully prioritize and schedule staff's research activities. Some objectives must await POST receiving supplementary financial resources. However, most can be implemented within existing resources. From this perspective, POST's proposed Strategic Plan is balanced in reaching out to the future vision of professionalism and yet addresses current needs of law enforcement.

The Commission's Long Range Planning Committee and POST Advisory Committee will be afforded routine progress reports and the opportunity to oversee implementation of this Strategic Plan.

### **RECOMMENDATION:**

It is recommended the Commission approve changes to POST's Strategic Plan and authorize the Executive Director to transmit copies to the Governor's Office and the State Department of Finance.



**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

**POST Strategic Plan Update Workshop  
February 19-20, 2002  
San Diego, CA**

**List of Participants**

**POST Commissioners**

**(NAFTO)**

**POST Advisory Committee Members**

**Al Avila**

**Allan Handcock College/Law Enf. Academy**

**Representing: CADA**

**Frank Barnes**

**Los Angeles County Sheriff's Dept.**

**Representing: CRPOA**

**Mario Casas, Officer**

**Irvine Police Department**

**Representing: CCLEA**

**John Carpenter, Chief**

**CSU San Diego Police**

**Representing: College/Univ. Police**

**Danita Crombach**

**Ventura County Sheriff's Dept.**

**Representing: Public Safety Dispatchers**

**Michael Donovan, Chief Investigator**

**San Bernardino County DA's Office**

**Representing: DA's Investigators**

**Dave Dominguez, Captain**

**Riverside Police Department**

**Representing: CPOA**

**Dave Gneiting, Sergeant**

**Sacramento County Sheriff's Dept.**

**Representing: Field Training Officers**

**Darryl Gould, Sergeant  
Sacramento Police Dept.**

**Representing: PORAC**

**Jeff Gaffney**

**Santa Clara County Park Rangers**

**Representing: PORAC**

**Roy Levario, Lieutenant**

**Los Angeles County Sheriff's Dept.**

**Representing: LASD**

**Patrick Lee, Lieutenant**

**Orange County Sheriff's Dept.**

**Representing: CPOA**

**John Lois**

**Oakland Police Department**

**Representing: Background Investigations**

**Steven A. Krull, Chief**

**Oakdale Police Department**

**Representing: CPCA**

**Bob Miller, Sergeant**

**Fresno County Sheriff's Dept.**

**Representing: CAPTO Central**

**Phillip Mullendore, Director**

**Pasadena City College Police Dept.**

**Representing: Comm. College Police**

**Skip Murphy, Captain**

San Diego County Sheriff's Dept.  
Representing: PORAC

Mark Nichols, Sergeant  
Santa Ana Police Officer's Assoc.  
Representing: CCLEA

Ray Patterson  
R. Patterson Investigations, Inc.  
Representing: CALEBI

Sue Oliviera, Phd.  
Representing: Public

Frank Robles, Captain  
Riverside County Sheriff's Dept.  
Representing: CPOA

Jeffrey Solomon, Chief  
Grant Union High School PD  
Representing: K-12 School Police

Darrell Stump, Lieutenant  
Sacramento County Welfare Fraud  
Representing: CAPTO North

J.T. Taylor, Special Agent in Charge  
DOJ Advanced Training Center  
Representing: DOJ

Rick Ter Borch, Chief  
Arroyo Grande Police Dept.  
Representing: CPCA

Woody Williams  
Representing: Public

P.J. Ortmeier  
Grossmont College  
Representing: CAAJE

Dave Storton  
San Jose Police Department Academy  
Representing: CADA

Neil Lingle, Assistant Sheriff  
Riverside County Sheriff's Dept.  
Representing: CSSA

Mike Andrews, Captain  
Riverside County Sheriff's Dept.  
Representing: CSSA

Pete Curzon, Lieutenant  
Riverside Police Department  
Representing: Department

E. Myrtle Williams  
Los Angeles County Sheriff's Department  
Representing: ALADS

Dennis Finnegan, Undersheriff  
Marin County Sheriff's Department  
Representing: CSSA

Nicki Woods, Sergeant  
Paso Robles Police Department  
Representing: COPS

**D R A F T**

**GOALS AND OBJECTIVES**  
(Updated March 19, 2002)

**GOAL A: ENHANCE SELECTION AND TRAINING STANDARDS**

**A.1 - Establish the following entry-level selection standards and improve upon existing standards as appropriate by July 2003. (formerly objective A.8)**

**Performance Measures:**

Component I - Cognitive Ability and Personality Test (Entry-Level Selection Battery) by July 2003.

- Complete literature search on personality constructs of integrity, conscientiousness, and other relevant predictive measures of police performance.
- Identify and convene an advisory committee to review and make recommendations on a study design.
- Complete study design

Component II - Update the publication *Psychological Screening Manual* by ~~April~~ June 2003.

- ~~Complete the detailed methodology and release of the RFP~~
- ~~Develop psychological screening traits and definitions~~
- ~~Develop applicant test norms~~
- ~~Complete Manual~~
- Complete psychologically-oriented job analysis of peace officer position
- Complete meta-analysis of psychological predictors of peace officer performance
- Convene panels of SMEs and screening psychologists to complete job analysis and develop examination and evaluation protocols
- Publish interim draft of selection sections of Manual for review and comment by December 2002
- Complete Manual

**Component III - Entry-Level, Oral Interview Guidelines by January 2002 3.**

- Identify an advisory group
- Complete draft of preliminary study plan
- Completion of study

**~~Component IV - Analysis of Entry-Level Educational Requirements by July 2003.~~**

- ~~Develop and implement a study on the impact of education and job performance in the academy and in field training~~
- ~~Publish summaries of surveys completed by POST~~
- ~~Assess the impact that educational requirements have on agencies that have such requirements, as part of the recruitment project (Strategic Plan C.2)~~
- ~~Evaluate impact/need for social sciences as recommended prerequisites~~
- ~~Develop voluntary guidelines to assist law enforcement agencies in valuing education~~

**A.2 - Review hours and frequency requirements for the continuing professional training (CPT) requirement by January 2003.**

**Performance Measures:**

- Complete research on impact for increasing hours
- Report findings to Commission

**A.3 - Research and develop needed minimum qualifications for all entrants into the basic academy by January 2003. (formerly objective A.5)**

**Performance Measures:**

**~~Component I - Pre-Reading and Writing Assessment June 2001-~~**

- ~~Develop and pilot-test Web-based information that describes reading and writing requirements of the entry-level patrol officer~~
- ~~Develop sample test items for use by potential academy applicants and provide evaluation information to assist agencies in assessing readiness for training~~
- ~~Develop and provide information to agencies and academies describing the use and availability of resources to assess students who are preparing for the reading requirements of basic training~~
- ~~Consider legal and other barriers~~

**Component II - Physical Abilities (Conditioning) Assessment by ~~March 2002~~  
January 2003**

- Obtain a management fellow for a one-year assignment to evaluate physical ability assessment protocols for standards/guidelines
- Complete evaluation and make recommendation for physical ability standards/guidelines and assessment protocol
- Consider legal and other barriers

**Component III - California Driver's License by January 2003**

- Complete research and obtain field input on issue
- Commission review and approval
- Secure legislative change if necessary
- Consider legal and other barriers

**~~Component IV - Medical Clearance Assessment by March 2001~~**

- ~~Develop a plan for including the *Medical Screening Manual* on the POST Website~~
- ~~Install and test provisional draft of *Medical Screening Manual* on the Website~~
- ~~Finalize installation~~
- ~~Consider legal and other barriers~~

**Component IV - Enhanced Criminal History Check by January 2003**

- Complete research and obtain field input on issue
- Commission review and approval
- Secure legislative change if necessary
- Consider legal and other barriers

**Component VI- Graduation From High School or GED by January 2003**

- Complete research and obtain field input on issue
- Commission review and approval
- Secure legislative change if necessary
- Consider legal and other barriers

**A.4 - Increase, improve, and standardize POST cognitive and skills testing required for graduation from basic training by October 2006. (formerly objective A.9)**

**Performance Measures:**

**Cognitive Testing by January 20023**

- ~~Produce a new set of mid-term and final items for administration~~
- ~~Complete initial alignment of 26 cognitively tested domains~~
- ~~Update the passing scores on at least four learning domains~~
- ~~Begin new proficiency test trial administrations~~
- ~~Update and release revised LD tests at the same time as the release of the associated updated workbook~~

Component I - Develop mid-term and final exercise tests in LD #33 (Arrest and Control/Baton) by ~~July 2002~~ January 2003.

- Complete pilot study of diagnostic mid-term and final examinations
- Seek Commission approval to implement tests

Component II - Develop mid-term and final exercise tests for LD #35 (Firearms/Chemical Agents) by April 2004

- Develop pilot exercise tests
- Begin pilot study
- Complete pilot study of exercise tests
- Seek Commission approval to implement tests

Component III - Develop mid-term and final exercise tests for LD#19 (Vehicle Operations) by October 2006

- Develop pilot exercise tests
- Begin pilot study
- Complete pilot study of exercise tests
- Seek Commission approval to implement tests

**A.5 - Establish and implement a comprehensive plan written policies for inspecting participating law enforcement agencies for compliance with POST's standards by ~~January 2002~~ 2003. (new objective)**

Performance Measures:

- Determine status of compliance inspections
- Develop compliance audit cycle
- Develop compliance manual
- Evaluate staffing needs

**A.6 - Develop and implement a comprehensive plan for appropriate integration of basic academy and field training by January 2003. (new objective)**

**Performance Measures:**

- Evaluate basic course curriculum
- Evaluate making workbook accessible to field training officers
- Evaluate the selection and training of field training officers
- Devote time/effort/resources to developing field training officers
- Evaluate the implementation of problem-based learning into the training and evaluation processes for basic training and field training

**A.7 Integrate leadership, ethics, and community policing (including problem-oriented policing) into the hierarchy of POST-mandated courses for public safety employees by January 2007.**

**Performance Measures:**

- Meet with SME and Steering Committee to review existing curriculum
- Identify components of leadership, ethics, and community policing
- Determine where components exist in current curriculum
- Make recommendations
- Develop a long-range plan to integrate components into curriculum
- Acquire necessary resources to implement plan

**A.8 Study the feasibility of mandating the Background Investigators' Course by January 1, 2004.**

**Performance Measures:**

- Analyze existing legislative requirements
- Estimate the volume of background investigations currently performed
- Perform a job analysis (duties and tasks) of background investigators
- Determine best methods for training delivery
- Prepare a costs analysis for training development and delivery

**A.9 Study the feasibility of mandating the Executive Development Course for peace officer department heads by January 2004.**

**Performance Measures:**

- Establish an Advisory Council to gather constituent input
- Review and finalize curriculum

- Review current and proposed regulations and certificate issues
- Report to the Commission with recommendations
- Final action by the Commission

**A.10 Implement the revised Supervisory Course curriculum by July 2004.**

Performance Measures:

- Review and revise proposed course presentation methodology
- Meet with current presenters to explore course presentation and funding options
- Prepare Budget Change Proposal (BCP) to implement funding mechanism
- Prepare and implement training sessions for course facilitators
- Establish presenter implementation schedule
- Review existing and proposed regulations
- Report to the Commission with recommendations

**A.11 Study the feasibility of mandating a field training program for newly appointed supervisors and managers by January 1, 2004.**

Performance Measures:

- Establish Advisory Councils for both Supervisory and Management input
- Research and develop content and specific requirements for each program
- Review current and proposed guidelines and regulations for each program
- Report to the Commission with recommendations

**A.12 Study the feasibility of mandating field training for investigative agencies required to complete POST's Specialized Investigators' Basic Course by January 2005.**

Performance Measures:

- Assess the specific training needs for Specialized Investigators (SIs) and their agencies
- Evaluate and identify the common training links between POST's current patrol field training program and the duties of SIs
- Determine the feasibility of developing a pilot training program for selected SI positions
- Develop training courses for persons most appropriate to serve as trainers in a field training program for SIs
- Pilot-test a field training program within several specialized investigative agencies and assess the impact and value



**A.13 Evaluate POST's reading and writing test cut scores and develop a math test for entry-level screening by January 1, 2004.**

**Performance Measures:**

- Review and analyze Test Batter cut scores that have been reported to POST by user agencies.
- Identify the percentage of agencies in compliance with POST testing requirement 1002 (a) (9).
- Identify the percentage of agencies using the POST Test Battery and the percentage of agencies using some other entry-level testing procedure.
- Identify what percentage of agencies using the POST Test Battery is scoring the test pass/fail and what percentage is using the Battery as a ranking device.
- Report on the consequences for the utility of a test procedure to be used pass/fail relative to being used as a ranking device.
- Review the POST 1999-2001 Job Analysis to identify the math requirements for the entry-level job.
- Develop a test to measure math skills as identified in the job analysis.

**GOAL B: MAXIMIZE TRAINING DELIVERY**

**B.1 - Complete an analysis of the critical duties and requisite competencies of field supervisor and field manager positions in law enforcement by January 2003. (formerly objective A.2)**

**Performance Measures:**

- Consider providing limited CPT credit for when instructor teach courses
- Develop internet-delivered courses
- Identify additional potential alternatives

**B.2 - Re-engineer the training needs assessment process for both short- and long-term planning purposes to identify continuing and emerging course needs and consider agency- specific training plans by January ~~2001~~ 2003. (formerly objective B.1)**

**Performance Measures:**

- Agency-specific plans brought to training needs assessment workshops
- Electronic transfer of data to POST prior to TNA

- Establish a consistent format for reporting
- Establish a statewide plan

**B. 3- Develop, evaluate, and implement alternative approaches to satisfying training requirements by January 2002 2003. (formerly objective B.4)**

**Performance Measures:**

- Consider providing limited CPT credit for when instructors teach course
- Identify additional potential alternatives

**~~B.4 - Establish standardized course development guidelines by January 2003.~~  
(formerly objective B.6)**

**Performance Measures:**

- ~~Publish guidelines available to course developers~~
- ~~Develop at least one classroom-delivered course following the guidelines~~
- ~~Audit (grading) of courses developed per guidelines~~
- ~~Survey course presenters and agencies regarding satisfaction with the standardized guidelines~~

**B.5 4 - Simplify the course certification process by January 2002 2003. (formerly objective B.12)**

**Performance Measures:**

- Receive course certification requests through electronic data interchange

**B.6 5 -Establish instructor training and certification requirements by January 2004. (formerly objective B.13)**

**Performance Measures:**

- Implement specialized training instructor requirements by July 2002.
- Increase number of basic academies participating in the Voluntary Basic Course Instructor Certification Program (VBCICP).
- Implement an equivalency process for certification via the VBCICP by July 2002.
- Implement a recognition program for academies with 80 percent certificated instructors by January 2003.

- Develop a database for monitoring compliance with instructor certification and recertification protocols by July 2002.

**~~B.7 - Maximize the availability of all reserve training courses by January 2003.~~**  
(formerly objective B.16)

**Performance Measures:**

- Obtain input from law enforcement agency representatives
- Develop a support system for modular format presenters who are not academy administrators
- Examine the feasibility of expanding distance learning and other technology for portions of the modular format
- Increase the number of reserve module and CPT presentations
- Modularize extended format academies where practical
- Consider possible legislation requiring employers to release reserve officers satisfying CPT training

**B.8 6 - Expand instructor development opportunities by July 2002 20034.** (new objective)

**Performance Measures:**

- Increase the frequency of instructor symposiums from biennially to annually
- Increase the number of Master Instructor Development Program graduates
- Produce and distribute a telecourse on instructional effectiveness by December 2002
- Increase the number of POST-certified instructor development courses

**~~B.9 - Establish and implement a comprehensive plan for assessing the quality of POST-certified courses by January 2003.~~** (formerly objective F.8)

**Performance Measures:**

- Develop procedural directives for conducting course assessments
- Pilot-test the concept of using part-time Law Enforcement Consultants
- Report to the Commission on pilot program and recommend approval of a plan
- Evaluate staffing needs

**B.10 7 - Develop and implement strategies for reinforcing law enforcement's professional values including ethical conduct, integrity, image, interpersonal and communications skills, and bystandership by January 2003. (new objective)**

Performance Measures:

- Review curriculum for all new course certifications

**~~B.11 - Expand the number of POST Regional Skills Training Centers by January 2003. (formerly objective B.7)~~**

~~Performance Measures:~~

- ~~Obtain supplemental funding~~
- ~~Increase number from 23 to 25~~

**B.12 8-Develop and implement a new, Internet-based testing system in each basic law enforcement academy in support of cognitive testing by November 2002 2004 (new objective)**

Performance Measures:

- ~~Develop and maintain support for the concept~~
- ~~Complete a Budget Change Proposal to obtain funding for POSTRAC replacement~~
- ~~Complete a Feasibility Study Report~~
- ~~Establish the project team required for planning and implementation~~
- ~~Assess the specific needs of each academy site to determine system requirements~~
- ~~Complete pilot equipment installation and evaluation~~
- ~~Complete equipment installations~~
- ~~Procure software for the Testing Management System~~

**B.9 Review basic academy accreditation standards that exist in other states and at the federal level for their implications in improving California's basic training by January 2005.**

Performance Measures:

- Conduct research on other State academy accreditation
- Participate with organizations such as the Federal Law Enforcement Training Accreditation Task Force and IADLEST
- Consult with the field (academy presenters) and make recommendations

**B.10 Evaluate potential for POST developing a program to enhance departmental training on agency policies through the use of technology and scenarios by January 2004**

Performance Measures:

- Develop four DVD programs to support departmental roll call training
- Develop guide and curriculum for first-line supervisors
- Develop protocol for pilot agencies
- Ensure training can be POST-certified and receive CPT credit

**B.11 Implement anti-terrorism training (including officer safety) by January 2003.**

Performance Measures:

- Assess current needs of the field related to anti-terrorism training
- Maintain liaison with critical federal, state, and local training presenters
- Develop and update master training delivery plan
- Identify future training needs
- Identify strategies for meeting future anti-terrorism training needs

**B.12 Secure the necessary resources to implement the Basic Course Workbook update process by January 2004.**

Performance Measures:

- Develop a cycle for LD updates (yearly, every two years, every three years)
- Determine update schedule based on the LD cycle
- Identify a timely update process that adheres to update schedule
- Write BCP for additional staff, funds, and/or equipment that are needed to facilitate update process and schedule
- Establish and maintain an ongoing contract with a vendor to track and document legislative update affecting the workbooks
- Identify/acquire updated software that facilitate the workbook updating process

**B.13 Study new, emerging modes of instructions (e.g., problem-based learning) by January 1, 2004.**

Performance Measures:

- Prepare a research report defining and citing implications of Problem-Based Learning (PBL) by January 2003.
- Pilot an internet-based course by December 2003.

- Survey prominent institutional instructional centers for state-of-the-art learning methodologies by December 2003.

**B.14 Study the feasibility of POST assisting community colleges and the Chancellor's Office of the California Community Colleges to standardize units offered for completing the basic academy by January 2005.**

**Performance Measures:**

- Conduct research on the process and practices used to determine college units for academy graduation
- Meet with the Chancellor's Office, Community Colleges, and academies
- Make recommendations

**B.15 Develop a recommended protocol for future legislative and POST training mandates that would help ensure that all necessary elements are considered by January 2005.**

**Performance Measures:**

- Identify common defects of existing training mandates
- Develop draft of model mandate including explanations
- Solicit internal and external input
- Obtain review by Commission's Legislative Review Committee

**B.16 Study the feasibility of POST developing workbooks for the DA Investigation and Trial Preparation Course.**

**Performance Measures:**

- Identify the number of workbooks needed for the Investigation & Trial Preparation Course
- Determine funding needs/cost impact
- Secure funding for development of a pilot workbook
- Select a contractor to develop pilot workbook
- Pilot-test the workbook
- Evaluate/assess the feasibility of developing workbooks for the entire Investigation and Trial Preparation Course

**B.17 Study the curriculum, quality, and presentation methodology of POST's Middle Management Course by July 2004.**

Performance Measures:

- Establish Advisory Council to review all course materials and gather input
- Meet with current presenters of the Management Course to review curriculum
- Develop proposed program revisions and necessary regulatory changes
- Report to the Commission with recommendations

**B.18 Integrate appropriate ethics/values training into all POST-certified courses by January 2007.**

Performance Measures:

- Assemble a committee of subject matter experts to assist in developing training course certification criteria related to ethics and values
- Identify specific courses that best lend themselves to ethics and values training components
- Work with training presenters to infuse ethics and values training components into their currently certified courses
- Insure that new course certifications are reviewed against approved course certification criteria related to ethics and values

**GOAL C: ENHANCE POST'S SERVICES**

**C.1 - Establish Sstudy the need for a voluntary law enforcement agency accreditation program by January 2003<sup>4</sup>. (formerly objective A.1)**

Performance Measures:

- Complete a survey of the field regarding accreditation
- Complete review and update of accreditation standards
- Initiate pilot test of accreditation program
- Evaluate staffing needs

**C.2 - Develop programs that will enhance peace officer and public safety dispatcher recruitment by January 2003.**

Performance Measures:

- Identify and publicize successful agency recruitment approaches

- Identify potential programs or strategies for POST
- Use POST's website as recruitment vehicle
- Produce dispatcher recruitment video with existing funding

**~~C.3 - Establish electronic POST Library and Clearinghouse Information Services by January 2003. (formerly objective E.1)~~**

**Performance Measures:**

- ~~Establish electronic card catalog available to POST staff via the Internet~~
- ~~Contract with a commercial vendor to provide staff with access to electronic databases via the Internet~~
- ~~Distribute electronic "Table of Contents" for journals and magazines to POST staff~~
- ~~Establish electronic delivery of journal articles to POST staff and clientele~~
- ~~Evaluate staffing needs~~
- ~~Maintain Users Committee~~

**C.4 3- Develop a system to provide early warning information on critical, emerging issues by January 2003. (formerly objective E.5)**

**Performance Measures:**

- Develop and implement "current awareness" program for staff and clientele
- Develop a secure system to provide confidential updates on terrorism and other emerging issues

**~~C.5 - Review all existing POST regulations by January 2001. (formerly objective F.6)~~**

**Performance Measures:**

- ~~Review and propose regulation changes as necessary~~
- ~~Submit proposed changes to Commission and Office of Administrative Law~~
- ~~Adopt changes~~
- ~~Establish ongoing review cycle~~



**C.6 4 - Establish electronic data interchange with POST's clients by July 2004. (formerly objective F:7)**

**Performance Measures:**

- Notice of Appointment and Termination
- Automated Course Certification
- Course Announcement
- Course Roster
- Electronic Reimbursement
- Certificate Issuance

**~~C.7 - Implement a plan that describes POST's ongoing efforts to develop and value its staff to ensure the highest quality of services by January 2003-2004. (new objective)~~**

**~~Performance Measures:~~**

- ~~• Involve a wide cross section of staff in developing the plan~~
- ~~• Incorporate the plan's directions into POST's Annual Training Plan~~
- ~~• Publicize employee training schedule~~
- ~~• Establish a periodic updating process for the plan~~

**~~C.8 - Develop comprehensive training compliance reports that would be available on-line to agencies in the POST Program by January 2002. (new objective)~~**

**~~Performance Measures:~~**

- ~~• Identify project manager~~
- ~~• Develop project plan~~
- ~~• Report to the Commission identifying recommended actions~~
- ~~• Secure computer programming staff~~
- ~~• Provide on-line reports to the field~~

**C.9 5- Promote college education for law enforcement applicants and incumbents by January 2003.-(new objective)**

**Performance Measures:**

- Publish information about the benefits of college education for law enforcement
- Provide training on benefits in appropriate POST courses

- Evaluate college units offered for completing POST's field training program
- Promote community college Administration of Justice programs
- Spotlight law enforcement agencies that have successful and exemplary college education incentive programs and requirements
- ~~Support the reinstatement of federally funded financial support for in-service officers attending college~~
- Assess POST courses that are acceptable toward college courses
- ~~Consider seeking state funding for law enforcement attendance at education courses~~

**~~C.10~~ - Evaluate requirements for POST Intermediate and higher certificates by January 2003. (new objective)**

**~~Performance Measures:~~**

- ~~Assemble subject matter experts to develop plan~~
- ~~Examine the feasibility of increasing educational requirements~~
- ~~Study the feasibility of POST issuing a 4th professional certificate (master)~~
- ~~Report to the Commission identifying study results and recommendations~~
- ~~Conduct public hearing~~

**C.11 6- Improve internal business processes for better efficiency of day-to-day tasks by January 2002 2004. (formerly objective F.7)**

**Performance Measures:**

- Develop a central address system that allows for customization of mailing lists
- Purchase equipment that will allow POST to scan specific documents and retrieve information through computer technology
- Make PAM available via the Internet

**C.12 7- Evaluate the role POST should play in establishing and supporting pre-academy training and education programs by January 2002 2003. (New objective)**

**Performance Measures:**

- ~~Evaluate the feasibility of requiring applicants to complete a qualifying first-aid and CPR course prior to beginning the academy~~
- ~~Evaluate the feasibility of requiring applicants to attend a non-credit~~

course which describes the selection and training requirements of the academy and the field training program

- Assess additional areas of training and education that might best be satisfied prior to entering the academy
- Obtain input from agencies operating cadet, explorer, pre-academy, and similar programs
- Identify alternatives for recognizing exemplary programs
- Identify measures that POST should take to support these programs

**~~C.13 - Study the feasibility of establishing voluntary field training type programs for other specialty assignments, i.e., detective by January 2003 2004. (New objective)~~**

**Performance Measures:**

- Identify assignments within law enforcement that could be enhanced through a field training program
- Determine the feasibility of developing a voluntary field or assignment training program for selected positions
- Develop field or assignment training course(s) for persons most appropriate to serve as trainers
- Pilot-test a field or assignment training program and assess its impact and value to the field

**~~C.14 - Publicize available POST services by January 2002. (formerly objective F.2)~~**

**Performance Measures:**

- Continue to promote POST's Website
- Participate in law enforcement association conferences
- Update and distribute revised POST brochure
- Develop an E-mail notification service to all agencies on significant changes to POST services
- Continue to have diversified means for communicating with agencies

**C.8 Explore alternatives for re-establishment of a program to finance college education of in-service law enforcement officer; i.e., LEEP Program by January 2005.**

**Performance Measures:**

- Assess present status of formal educational level of California Law Enforcement Personnel
- Assess positives/negatives of the attainment of higher education (not training) of California Law Enforcement Personnel
- Assess fiscal impact on hiring agencies to employ more highly educated employees
- Explore the feasibility of obtaining Federal and/or State funding for Law

Enforcement attendance at education courses

- Assess Federal, State, and Local political/professional support for increasing the level of formal education of Law Enforcement Personnel

**C.9 Enhance technical training of POST staff on POST's regulations, law, procedures which will enable staff to be more responsive to field inquiries by January 1, 2004.**

Performance Measures:

- Develop two-tier training course to reflect consultant and support staff needs
- Consider use of problem-based training
- Present and evaluate training program

**C.10 Develop information services to law enforcement that would enhance maintaining compliance with POST standards by January 1, 2005.**

Performance Measures:

- Study and consult with various POST bureaus on how we could better serve the field by reprogramming certain database functions
- Develop a new series of reports for the field to assist in identifying persons who will need mandated training before they are out of compliance

**C.11 Implement a system within the POST Library to enable compatibility with other electronic libraries by January 1, 2005.**

Performance Measures:

- Review Library software packages to select a software conformant with the Z39.50 standard. This national standard defines a protocol for computer-to-computer information retrieval making it possible for a user in one library system to search and retrieve information from other library computer systems.
- Work with the State Library system to obtain a grant for the project or seek a national grant to fund the purchase of software.
- Acquire a Z39.50 software with a conversion package to allow POST to reformat the Library database to be in compliance with the accepted National standards.

**C.12 Explore the feasibility of using teleconferencing and net-conferencing for POST meetings by January 2004.**

Performance Measures:

- Train all POST staff in the use of the teleconferencing equipment in the Muehleisen Training Room
- Examine our business methods to determine those that could be accomplished through teleconferencing instead of travel
- Provide staff with lists of teleconferencing sites statewide.

**C.13 Study the feasibility of obtaining upper division or graduate college units for the SLI, MIDP, and the Command College by July 2004.**

Performance Measures:

- Review program issues and curriculum from all three programs
- Meet with representatives of the CSU and UC systems on program requirements
- Gather constituent input on the issues
- Report to the Commission with recommendations

**C.14 Study the feasibility of a hierarchy of certificates for Public Safety Dispatchers participating in the POST Program by January 2004.**

Performance Measures:

- Convene a POST discussion group to propose initial experience criteria and appropriate training courses applicable to beginning, intermediate, or advanced certificate levels
- Develop a subject matter expert group to work with POST to evaluate and establish guidelines and experience criteria necessary
- Bring a recommendation proposal forward to the Commission with a certificate hierarchy for dispatchers

**C.15 Study the feasibility of amending POST's Mission/Values Statement to include references to ethics, valuing employees, and supporting law enforcement in reducing crime and other community safety problems by January 2003.**

Performance Measures:

- Establish a cross-section committee of POST employees to conduct the feasibility study
- Evaluate the Mission and Value Statements to ensure they include the Strategic Plan objective references
- Provide draft recommendations to POST staff for review and feedback
- Review feedback and submit final recommendations to Executive Office for approval

# COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

## COMMISSION AGENDA ITEM REPORT

<b>Agenda Item Title</b> Proposed Amendment to Continuing Professional Training Requirement		<b>Meeting Date</b> April 10, 2002
<b>Bureau</b> Standards and Evaluations Bureau	<b>Reviewed By</b> <i>RB</i> Paula Burnette	<b>Researched By</b> Mike Catlin
<b>Executive Director Approval</b> <i>Kenneth J. O'Brien</i>	<b>Date of Approval</b> <i>3-19-02</i>	<b>Date of Report</b> March 4, 2002
<b>Purpose</b> <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		<b>Financial Impact:</b> <input type="checkbox"/> Yes (See Analysis for details) <input checked="" type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

### ISSUE

Should the Commission amend Commission Procedure D-2 to eliminate the requirement for POST approval of course-presenter-developed tests administered in lieu of perishable skills training?

### BACKGROUND

Commission Regulation 1005(d)(2) and Procedure D-2 became effective on January 1, 2002. This requires 14 hours of perishable skills training, every two years, for peace officers below middle management. The perishable skills training requirement includes the following courses:

1. Arrest and Control, four hours
2. Driver Training/Awareness or Driving Simulator, four hours
3. Tactical Firearms or Force Options Simulator, four hours
4. Tactical or Interpersonal Communications, two hours

The training requirement may be met instead by testing in lieu of training, by passing a POST approved course-presenter-developed test, which measures the approved course objectives.

### ANALYSIS

Regulation 1005(d)(2) and Procedure D-2 make provision for officers to pass a POST approved course-presenter-developed test in lieu of perishable skills training. No parallel provision is specified for the Regular Basic Course, i.e., POST does not review and approve similar tests in the Regular Basic Course. In fact, Regular Basic Course presenters develop, administer, and score tests for such required critical psychomotor skills as Arrest and Control, Driving, and Firearms. (Academy students must demonstrate their proficiency in performing the elements described in "POST Training and Specifications for Peace Officer Basic Courses.")

POST is currently undertaking research to develop exercise tests for psychomotor skills for the Regular Basic Course. Pilot testing is being conducted on an exercise test for LD#33, Arrest and Control/Baton; development of exercise tests for Firearms/Chemical Agents and Vehicle Operations will begin next year. When the basic research and development of tests for these skills have been completed, POST will be better prepared to consider reviewing and approving such tests for the Regular Basic Course as well as for perishable skills training.

Elimination of the POST approval requirement for course-presenter-developed perishable skills testing in-lieu of training will allow flexibility for training institutions to match testing with their particular course objectives. In addition, it will eliminate the workload associated with POST validating and approving these skills tests. Attachment A reflects the necessary change to Procedure D-2, paragraph 2-5, to eliminate the POST approval requirement.

If the Commission agrees with the amendment, it is proposed that the Notice of Proposed Regulatory Action process be used. If no one requests a public hearing, the amendment would become effective 30 days after approval by the Office of Administrative Law.

#### **RECOMMENDATION**

It is recommended, subject to the Notice of Proposed Regulatory Action process, that the Commission approved staff's proposal to amend Commission Procedure D-2 as proposed.

**Commission on Peace Officer Standards and Training  
POST ADMINISTRATIVE MANUAL  
COMMISSION PROCEDURE D-2**

**CONTINUING PROFESSIONAL TRAINING**

**Purpose**

**2-1. Specification of Continuing Professional Training:** This Commission procedure implements that portion of the Minimum Standards for Training established in Section 1005(d) of the Regulations for Continuing Professional Training.

**Recommended Content**

**2-2. Perishable Skills:** All regular and specialized peace officers below middle management position (i.e., officers and first level supervisors) assigned to patrol, traffic or investigation, who routinely effect the physical arrest of criminal suspects, are required to complete a minimum of 14 hours of POST-certified training (Perishable Skills and Communications) as part of the CPT requirement. A minimum of 12 hours of this requirement in each two-year period shall contain perishable skills training including a minimum of 4 hours of each of the three following courses which have been specifically designated by POST as satisfying this requirement:

1. Arrest and Control
2. Driver Training/Awareness or Driving Simulator
3. Tactical Firearms\* or Force Options Simulator

\* Tactical Firearms training courses involve tactical situations, judgment and application. Basic marksmanship and routine qualification do not satisfy the requirements.

Level I and Level II Reserve Officers are not required to complete Perishable Skills Training.

**2-3. Communications:** All regular and specialized peace officers below middle management position (i.e., officers and first level supervisors) assigned to patrol, traffic, or investigation, and who routinely effect the physical arrest of criminal suspects are required to complete a minimum of 2 hours of this requirement in each two year period in tactical or interpersonal communications training. Level I and Level II Reserve Officers are not required to complete Perishable Skills Communications Training.

**2-4. Exemptions:** An agency may be exempt from all or portions of the requirements in 2-2 and 2-3, if it attests in writing, and POST approves, that its peace officers do not carry firearms, or infrequently interact with or effect physical arrests of criminal suspects, or do not utilize marked emergency vehicles during the normal course of business.

**2-5. Testing in Lieu of Training.** The perishable skills and communications training requirement may be met in lieu of training by successfully passing a POST-approved course-presenter-developed test which measures the approved course objectives.

**2-6. Continuing Professional Training Content:** The Commission recommends the following topics be considered, but not required, as part of Continuing Professional Training for officers assigned to enforcement duties:

New Laws

Recent Court Decisions and/or Search and Seizure Refresher



Officer Survival Techniques  
New Concepts, Procedures, Technology  
Discretionary Decision Making (Practical Field Problems)  
Civil Liability-Causing Subjects  
Ethics

The training may include the Advanced Officer Course or other currently needed subject matter such as the topical areas of the Basic Course, Commission Procedure D-1. It is suggested elective subjects address current and local problems or needs. The Advanced Officer Courses shall consist of time blocks of not less than two hours each, regardless of the subject matter, with an overall minimum of no less than 24 hours. The maximum time period for presenting an Advanced Officer Course is 180 days.

For managers and executives, it is recommended that 2 hours of CPT within every 2 calendar years be devoted to instruction in updates on perishable skills training required in this procedure.

#### **Alternative Methods of Compliance**

**2-7. Non-POST Certified Courses.** The successful completion of the following non-POST- certified courses satisfies the CPT requirement:

<b>Course and Hours</b>	<b>Presenter</b>
The FBI National Academy (236)	Federal Bureau of Investigation
The FBI National Executive Institute (120)	Federal Bureau of Investigation
Dignitary Protection School (48)	United States Secret Service
Traffic Accident Reconstruction 1 (40)	Northwestern Traffic Institute
Traffic Accident Reconstruction 2 (80)	Northwestern Traffic Institute
National Sheriff's Institute (80)	National Sheriff's Association
Post Blast Investigative Techniques (69)	Federal Law Enforcement Training Center
Hazardous Devices School, Ala. (200)	Federal Bureau of Investigation
Special Weapons and Tactics (min. 24 hrs.)	Entities of the United States Armed Forces
Senior Management Institute for Police (90)	Police Executive Research Forum (PERF)

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#### **Historical Note:**

Procedure D-2 was adopted and incorporated by reference into Commission Regulation 1005 on April 15, 1982 and amended July 1, 2000, September 11, 2000, November 13, 2000, and January 1, 2002, and April 18, 2002.

# COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

## COMMISSION AGENDA ITEM REPORT

Agenda Item Title Anti-Terrorism Training Delivery Plan		Meeting Date April 10, 2002
Bureau Training Delivery Bureau	Reviewed By Tom Hood	Researched By Lou Madeira
Executive Director Approval <i>Kenneth J. O'Brien</i>	Date of Approval 3-21-02	Date of Report March 18, 2002
Purpose <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input checked="" type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the **ISSUE**, **BACKGROUND**, **ANALYSIS**, and **RECOMMENDATION**. Use additional sheets if required.

### ISSUE

Implementation of the Anti-Terrorism Training Delivery Plan

### BACKGROUND

In the wake of the September 11, 2001 terrorist attacks, POST took the immediate action of diverting personnel and resources to the task of determining what role it could play to better prepare State and local law enforcement personnel as defenders of homeland security. Senior Consultant Lou Madeira was directed to conduct a statewide training needs assessment (TNA) and develop a training plan. Mr. Madeira promptly began by assessing existing training, analyzing potential training gaps, contacting key nationally recognized anti-terrorism experts and training institutions, and developing a matrix to identify training needs.

At the November 8, 2001 POST Commission meeting, a status report presented the findings of the TNA. A copy of that report is attachment A.

Another progress report was published in the January Administrative Progress Report (APR). That APR article is attachment B.

Mr. Madeira, based on his research and survey feedback, developed the matrix of training needs found in attachment A. The training matrix identifies specific training topics based on overall agency need (e.g., pre-incident, incident response, and consequence management) and personnel need (e.g., 1<sup>st</sup> responder, tactical specialist, investigative, supervisory, and management/executive). This matrix has served as the template for the development and facilitation of anti-terrorism training programs that are scheduled for remainder of this year.

### DISCUSSION

Using the training matrix as a guide, staff has facilitated the development or importation of an array of anti-terrorism training programs. All of the scheduled training events are presented in attachment C. The highlights of this schedule are:

- 12 presentations of the federally-funded Law Enforcement Response to Weapons of Mass Destruction Course, developed by Louisiana State University (LSU), that will provide direct training to approximately 600 first responders.

- 12 presentations of the federally-funded Law Enforcement Response to Weapons of Mass Destruction (Training-for-Trainers) that will produce approximately 360 qualified local instructors.
- 8 presentations of the federally-funded Risk and Threat Assessment for Weapons of Mass Destruction, developed by Texas A&M University, that will train approximately 400 public safety professionals.
- 3 presentations of LSU's federally-funded Emergency Response to Domestic Biological Incidents.
- 6 presentations, developed by a nationally recognized disaster preparedness expert, Sacramento Police Lieutenant John Kane, specifically for supervisory and management personnel.
- 7 presentations of an 7-hour Executive Terrorism Seminar, developed by POST and a group of subject matter experts, specifically for agency executives.

These training events, in addition to others either under development or already in place, comprise the POST Anti-Terrorism Training Delivery Plan for the remainder of 2002. As a "living document," this training plan will be modified as new needs and training opportunities are identified.

The presentation of training courses began in December 2001 and is continuing. For example, the first Law Enforcement Response to Weapons of Mass Destruction (both direct delivery and training-for trainers segments) were presented in mid-February. At least 50 law enforcement personnel were trained in the direct delivery segment and 30 of those graduates went on to complete the training-for-trainers block of instruction. Using the materials from the course (including video tapes, PowerPoint presentations, books, and handouts), many of these local trainers have already begun presenting in-house training for 1<sup>st</sup> responders within their local jurisdictions.

Also, a pilot presentation of the Executive Terrorism Seminar was held on January 29, 2002 in Fresno. It was attended by 84 managers and executives from State, and local law enforcement agencies. Six presentations of the course have been scheduled and announced.

A number of courses are under development or need to be developed in the near future. For example, the following courses are currently under development:

- Supervisory/Management Response to a Terrorist Incident (both direct delivery and training-for-trainers modules).
- Communications Response to a Weapons of Mass Destruction or Terrorist Incident.
- Terrorism Orientation for Investigative Personnel.

The Training Needs Assessment identified courses that should be developed as soon as practical. For example:

- Anti-Terrorism Concepts for Patrol Personnel (Training-for Trainers module).
- Tactical Engagement (Chemical, Biological, Radiological Environment).
- Investigation of Terrorism.

As noted above, much of the imported training is funded by Federal Department of Justice grants. This high-quality training is very cost-effective. POST shares some of the costs for presenting these training programs (i.e., attendee travel and per diem, training venue rental, and supplies). Projected fiscal year new costs to POST for the presentation of all sessions of the Law Enforcement Response to Weapons of Mass Destruction (both direct delivery and training-for-trainers), Risk and Threat Assessment for Weapons of Mass Destruction, Emergency Response to Domestic Biological Incidents, and Executive Terrorism Seminars are as follows:

<b>Fiscal Year</b>	<b>Projected Cost to POST</b>	<b>Estimated No. Of Attendees</b>	<b>Approximate Cost Per Attendee</b>	<b>Comments</b>
2001-2002	\$142,000	1300	\$109.00	Cost estimates do not include courses under development or currently certified by POST (such as CSTI Terrorism Course).
2002-2003	\$54,000	510	\$106.00	See above

The terrorist attacks of September 11<sup>th</sup> have created a new sense of uncertainty and vulnerability. POST is taking, and will continue to take, an affirmative role in identifying, developing, and facilitating training programs to prepare California public safety personnel for the challenges they will face in the future.

#### RECOMMENDATION

Staff recommends that the Commission approve the Anti-Terrorism Training Delivery Plan as presented.

## COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

## COMMISSION AGENDA ITEM REPORT

Agenda Item Title <b>Status Report on Anti-Terrorism Training Needs Assessment</b>		Meeting Date <b>November 8, 2001</b>
Bureau <b>Executive Office</b>	Reviewed By <b>Ken O'Brien</b>	Researched By <b>Mike DiMiceli</b>
Executive Director Approval <i>Keneth J. O'Brien</i>	Date of Approval <b>10-24-01</b>	Date of Report <b>October 23, 2001</b>
Purpose <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

**ISSUE**

Status Report on Anti-Terrorism Training Needs Assessment

**BACKGROUND**

In late September, POST staff initiated a statewide assessment of training needs related to terrorism. Senior Consultant Lou Madeira, Training Delivery Bureau, has been specially assigned to this project. His responsibility as the lead in this project is to develop a detailed needs assessment and inventory of training resources, to coordinate the collection and analysis of incoming information, and to develop a plan for the development and delivery of training focused on terrorism. POST staff who have relevant information, contacts, or suggestions are providing the information to Lou.

During October, Governor Davis and Attorney General Lockyer announced the creation of the California Anti-Terrorism Information Center and an Executive Advisory Group to the Center. During the same time, Senator McPherson and Assembly Speaker Hertzberg created separate but similar working groups on counter-terrorism.

This report describes the work of POST staff to assess training needs and to develop a plan to coordinate and support training related to terrorism.

**DISCUSSION**

During the initial phase of the training needs assessment, Senior Consultant Lou Madeira gathered information by meeting with training managers, regional training manager groups, and regional chiefs' associations. A chart depicting the preliminary assessment of training needs is Attachment A.

A survey instrument has been distributed to approximately 100 agencies selected to provide a representative statewide sample. Staff in the Management Counseling Services and Standards and Evaluation bureaus assisted in the design and distribution of the survey. The survey instrument is Attachment B. Responses to the survey are due at POST by November 1, 2001. Information from the early responses to the survey will be presented at the Commission meeting.

Training Delivery Bureau Chief Tom Hood and Lou Madeira have initiated contact with the Executive Advisory Group, both legislative working groups, and a number of organizations and trainers who have relevant experience. The organizations include the Office of Emergency Services (OES), the California Specialized Training Institute (CSTI), the State Department of Justice, the Office of Criminal Justice Planning (OCJP), the Los Angeles Police Department, and the FBI.

The ongoing inventory of training resources includes a review of current and previously certified relevant courses related to terrorism, incident management and response, airport security, and hazardous materials. In addition, federally funded courses and other training resources outside of California are being identified and reviewed. One such course, funded by the United States Department of Justice and presented by Louisiana State University Academy of Counter-Terrorism Education, has been tentatively scheduled for presentation in California before the end of 2001 and early in 2002. Senior Consultant Lou Madeira is coordinating these presentations.

At the same time, POST staff is reviewing the contracts with several certified presenters to identify areas where financial resources committed to training can be re-directed, if necessary, to support terrorism training. Finally, staff has made several contacts within the federal government in an attempt to identify potential fiscal and other resources to support new training in California.

In response to an identified need for information on the threat of terrorism and the potential for attacks, staff of the Training Program Services Bureau (TPS) is designing a "Town Hall" teleconference that is scheduled to be broadcast on November 13. The program is designed for executives and senior staff to share the latest information and to answer questions. Several sites will be identified around the state where audiences may actively participate in the conference. Agency staff may also view and participate in the conference using the satellite receiving equipment that was provided by the Commission. Staff is also working on the concept of other video programs that are more focused and technical in content. The development of all of these programs will require the re-direction of resources that were previously committed to other work. Senior Consultant Madeira is also involved in these plans with TPS staff.

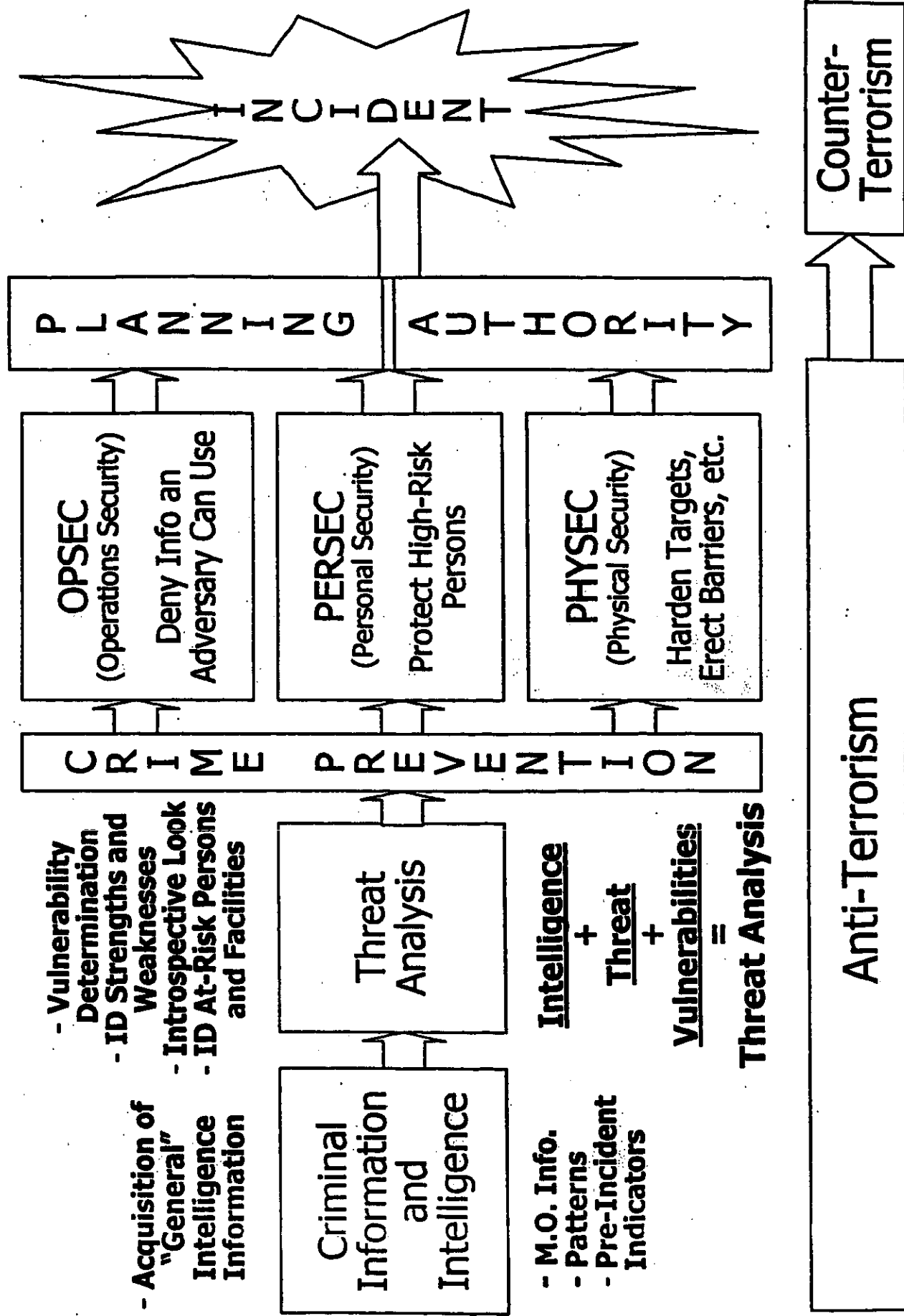
Finally, staff of the Information Services Bureau is developing plans to add terrorism related information to the POST Web site in both public and secure formats.

### **RECOMMENDATION**

This report is provided for the information and discussion of the Commission. Additional information will be presented at future meetings of the Long Range Planning Committee and the Commission.

# **Preliminary Assessment of Law Enforcement Anti-Terrorism/Counter-Terrorism Training Needs**

# Anti-Terrorism/Counter Terrorism Planning/Training Model





# Potential Anti-Terrorism/Counter-Terrorism Training Needs

## Pre-Incident Training Issues

Basic Intelligence Collection (Patrol)

WMD/Terrorism (Patrol Overview)

Trans-National Terrorism Overview

Airport Security for Local L.E.

SEMS/LEICS Update

HAZMAT (Awareness Level)

## Incident Response

Urban Search & Rescue (Patrol)

FA/CPR Updates (Mass Casualty)

First Aid/CPR (1<sup>st</sup> Responder Level)

Explosive Ordnance Recognition

Tactical Team Engagement (CBR)

HAZMAT (Technician Level)

## Consequence Management

Incident Debriefing (CISD/PTSD)

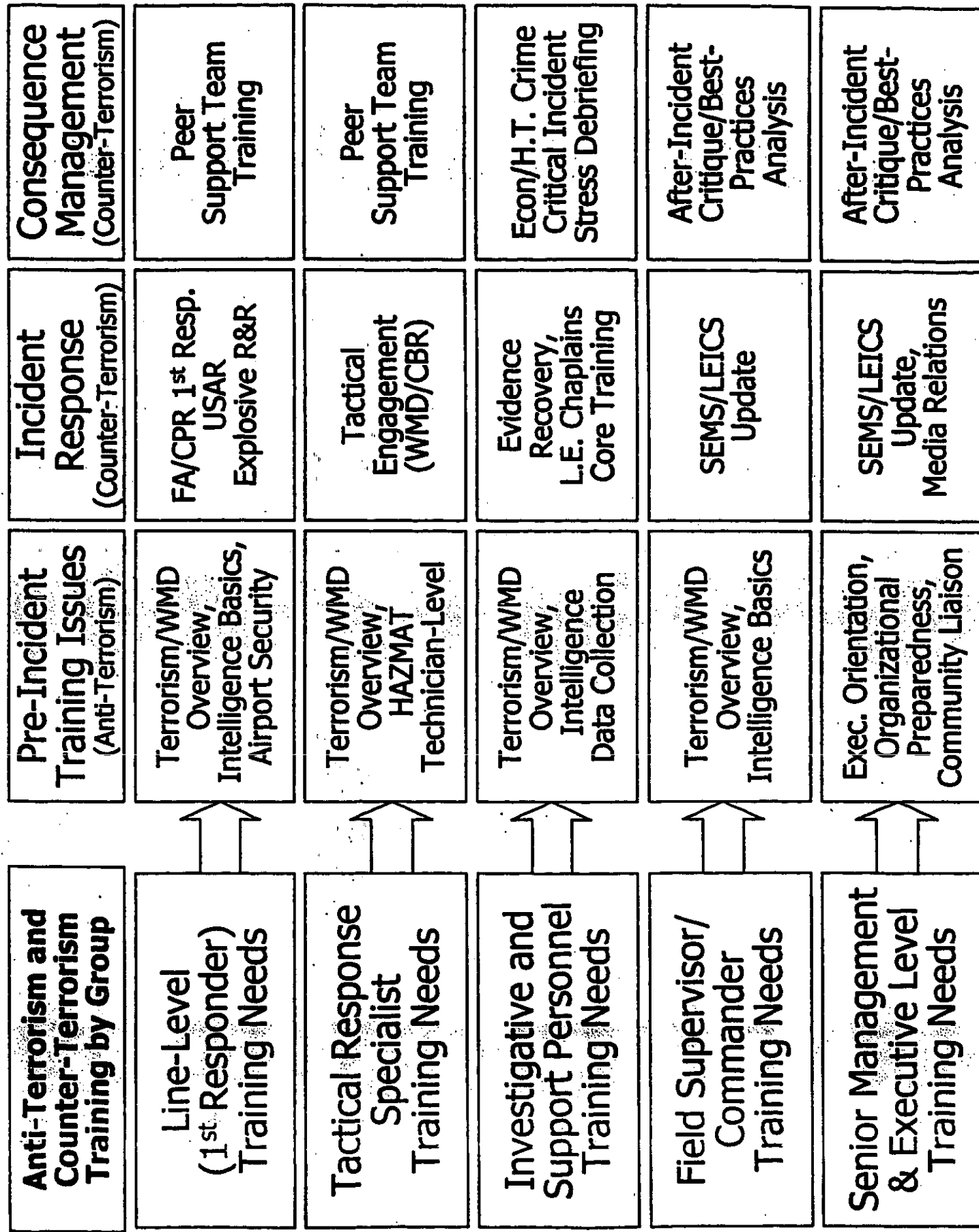
Peer Support Team Development

Law Enforcement Chaplain Training

Hate Crimes Response/Update

Cross-Cultural Communications

Financial/Computer/ Intl Crime Inv.



# COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

The mission of the California Commission on Peace Officer Standards and Training is to continually enhance the professionalism of California law enforcement in serving its communities.

October 19, 2001



Dear Agency Executive:

The events of September 11, 2001 placed an urgent demand upon law enforcement agencies to provide a timely and coordinated response to acts of terrorism. POST is working to identify critical training needs and to provide needed training programs.

Gray Davis  
Governor

Bill Lockyer  
Attorney General

Your agency is among a select group to receive the enclosed **Law Enforcement Terrorism Training Needs Assessment Survey**. The survey was developed to identify terrorism-related training needs and priorities. It organizes potential training into a pre-incident phase, incident-response phase, and after-incident or "consequence management" phase. A description of each training category is described on the reverse side of the survey.

The survey asks you to rate the *critical need* for specific training for *different categories of personnel*. Space is available on the form to report additional needs or comments which may assist POST in the training development process.

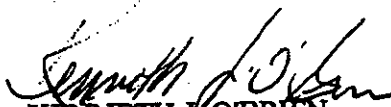
Please submit your completed survey to POST no later than **November 1, 2001**. You may complete the survey either manually or electronically. To complete the survey online, go to <https://edinet.post.ca.gov/POSTtna/index.asp>, enter the password "PREEMPTIVE," fill out the survey, enter your agency information, and click on the submit button at the bottom of the page. If you complete the survey manually, please return it to POST in the enclosed self-addressed, postage-paid envelope or fax it to (916) 227-4823. Whichever method you choose, your quick response is critical to help POST provide needed training, identify other entities that may provide training, and make the best use of our limited financial resources.

Senior Consultant Lou Madeira is the Project Manager supervising development of terrorism-related training. Lou can be reached directly at (916) 227-4872.

POST is also working to coordinate the distribution of technical materials, resource lists, website directories, and other information as it becomes available.

POST is committed to working as quickly as possible to provide and support quality terrorism-related training for California law enforcement. Please do not hesitate to contact us if you have any questions regarding this project.

Sincerely,

  
KENNETH J. O'BRIEN  
Executive Director

Enclosures

# LAW ENFORCEMENT TERRORISM TRAINING NEEDS ASSESSMENT SURVEY

(See reverse for training course descriptions)

LAW ENFORCEMENT TERRORISM TRAINING NEEDS ASSESSMENT SURVEY		TARGET GROUPS & CRITICALITY OF TRAINING NEED					TOTAL # TRAINEES	MAX # TRAINEES PER SESSION
		Dispatch	Line	Tactical Response Specialist	Investigative & Support Personnel	Field Supv./ Commander	Senior Mgmt. & Executive	
<b>PRE-INCIDENT</b>								
• Basic Intelligence Collection (Field Personnel)								
• Weapons of Mass Destruction/Terrorism (Overview)								
• Trans-National Terrorism Overview								
• Terrorism/WMD/Basic Intelligence Training for Trainers								
• Airport Security for Local Law Enforcement								
• Standardized Emergency Management System/Law Enforcement Incident Command System Update								
• Hazmat (Awareness Level)								
• Other:								
<b>INCIDENT RESPONSE</b>								
• Urban Search and Rescue								
• First Aid/CPR (First-Responder Level)								
• First Aid/CPR Update (Mass Casualty)								
• Explosive Ordnance Recognition/Reconnaissance								
• Tactical Team Engagement (CBR)								
• Hazmat (Technician Level)								
• Other:								
<b>CONSEQUENCE MANAGEMENT</b>								
• Incident Debriefing								
• Peer Support Team Development								
• Law Enforcement Chaplain Training								
• Hate Crimes Response/Update								
• Cross-Cultural Communications								
• Financial/Computer/International Crime Investigation								
• Civil Disobedience/Protest Response								
• Other:								
<b>COMMENTS</b>								

LAW ENFORCEMENT AGENCY:	PERSON COMPLETING FORM:	CONTACT TELEPHONE NUMBERS:
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# TRAINING COURSE DESCRIPTIONS

PRE-INCIDENT	INCIDENT RESPONSE	CONSEQUENCE MANAGEMENT
<p><b>Basic Intelligence Collection (Field Personnel)</b> Patrol officer's role in intelligence gathering, sources, information sharing, terrorism early warning groups, and terrorism-related automated information systems.</p> <p><b>Weapons of Mass Destruction (WMD)/ Terrorism Overview</b> Trends, risk assessment, crime prevention, recognizing a terrorist attack, initial incident response, chemical/bio/radiological hazards, decontamination, etc.</p> <p><b>Trans-National Terrorism Overview</b> Incident histories, suspect characteristics/profiles, target/ suspect identification, risk/threat assessment, networking, standardized response information, etc.</p> <p><b>Terrorism/WMD/Basic Intelligence Training for Trainers</b> Training for trainers to instruct the above subjects within their own agencies or in a regional setting.</p> <p><b>Airport Security for Local Law Enforcement</b> Prepares local law enforcement officers to support the airport security function.</p> <p><b>Standardized Emergency Management System/ Law Enforcement Incident Command System Update</b> Refresher training on SEMS/LEICS/ICS model as applied to response to terrorist attack.</p> <p><b>HAZMAT (Awareness Level)</b> Update of HAZMAT awareness-level training with emphasis on terrorist threats/actions.</p>	<p><b>Urban Search and Rescue</b> Provides field personnel with the skills and knowledge to supervise/coordinate groups of volunteers to assist in a search and rescue operation.</p> <p><b>First Aid/CPR (First Responder)</b> First aid/CPR training above the current peace officer minimum (21 hour) level.</p> <p><b>First Aid/CPR Update (Mass Casualty)</b> First aid in mass-casualty situations with emphasis on triage, establishment of treatment sites, resource acquisition, etc.</p> <p><b>Explosive Ordnance Recognition and Reconnaissance</b> Trains field personnel to respond to bomb threats, found or suspected devices, etc. and conduct an appropriate threat/risk assessment. <i>This is NOT technician-level training and does not involve device handling or implementation of render-safe procedures.</i></p> <p><b>Tactical Team Engagement (CBR)</b> Trains tactical team (SWAT) to engage suspects in known or suspected CBR environment while wearing the appropriate protective equipment. May also involve training law enforcement HAZMAT team members to operate in a tactical environment.</p> <p><b>HAZMAT (Technician Level)</b> HAZMAT technician-level training (common for firefighters) for law enforcement officers.</p>	<p><b>Incident De-briefing</b> Training for responders to share experiences, lessons-learned, best practices, etc.</p> <p><b>Peer Support Team Development</b> Develops law enforcement personnel to provide peer support following a terrorist incident or other traumatic event.</p> <p><b>Law Enforcement Chaplain Training</b> Core training program for volunteer law enforcement chaplains.</p> <p><b>Hate Crimes Response/Update</b> Review of existing hate crimes response/investigation with emphasis placed on "backlash" hate crimes.</p> <p><b>Cross-Cultural Communications</b> Culturally specific training focusing on Middle-Eastern/Muslim cultures, ethno-cultural issues, religious values and practices.</p> <p><b>Financial/Computer/International Crime Investigation</b> Investigation of terrorist activities and suspects through financial movements, cyber-communications, etc.</p> <p><b>Civil Disobedience/Protest Response</b> Understanding of and response to civil disobedience and peaceful protests.</p>

POST Anti-Terrorism Programs

Recognizing that the training landscape had been changed in the aftermath of the September 11<sup>th</sup> terrorist attacks, POST staff embarked on an energetic training needs assessment to determine how the Commission might best serve California law enforcement agencies. In addition to surveying existing training courses, systematic contacts were made with Federal, State, and local experts in an effort to identify the systems, techniques, and practices that would provide law enforcement officers with the skills and knowledge necessary to effectively respond to potential terrorist acts.

Senior Consultant Lou Madeira was tasked with the challenge of being the POST "point of contact." He immediately began attending training courses, meetings, and conferences to assess the quality and availability of various training resources. Based on his initial findings, Lou prepared a comprehensive matrix that identifies specific training needs broken down into three categories; pre-incident, incident response, and consequence management (post response). The matrix also identifies training needs for specific law enforcement personnel groups including first responders, tactical response units, investigative and support personnel, supervisors, and executives.

Concurrently, a field survey instrument was developed and sent to a cross-section of California law enforcement agencies. The feedback received by POST staff indicated a high need for training in the area of hazardous materials awareness/response along with courses on weapons of mass destruction (WMD). POST-certified hazardous materials training has been available for many years. Many agencies train annually on responding to and managing these types of incidents. The field survey also showed that training was desired in chemical, biological, and radiological (CBR) weapons awareness.

On November 13<sup>th</sup>, POST presented a two-hour "town hall" telecourse on terrorism. This program featured representatives from local law enforcement, public health, the California National Guard, the Federal Bureau of Investigation, the Governor's Office of Emergency Services, and the State Department of Forestry. Each discussed their model for responding to potential terrorist incidents along with answering questions posed by callers.

Mr. Madeira has arranged for The Academy of Counter-Terrorism Education at the Louisiana State University (LSU) to provide 12 four-day, Federally funded, training programs designed to train agency personnel on responding to incidents involving weapons of mass destruction. This program will be broken down into two, two-day sessions. The first session will be an overview of weapons of mass destruction. The second session will prepare designated agency personnel to become "in-house" trainers. Each trainer will receive a "total training package" that includes resource materials and video tapes specific to California law enforcement. Upon the conclusion of this training, approximately 360 agency personnel will have been become well-prepared trainers for their local areas. A letter was sent to all agency executives announcing this training. Response has been excellent

Mr. Madeira is also working with the Governor's Office of Emergency Services (OES), the Department of Justice (DOJ), the Sacramento Sheriff's Department, the Los Angeles County Sheriff's Department, D-Prep (a private consulting firm), and the South Bay Terrorism Advisory Committee to develop a 6-hour training event for agency executive. This course is being designed to provide a forum for agency heads to share strategies and discuss approaches to real or potential terrorist incidents. Seven sessions are scheduled for the first half of 2002. More presentations will be scheduled in the future as needed.

Texas A&M University has agreed to bring their Federally funded course entitled "Threat Assessment for Weapons of Mass Destruction" to California in Spring 2002. This course provides training on how to identify potential terrorist targets and steps that can be taken to "harden" them against attack. Information on this training has been sent to the field providing dates and locations for this important training.

On December 11<sup>th</sup>, Executive Director Kenneth J. O'Brien, along with other state law enforcement and emergency preparedness agency heads testified before a State Assembly hearing on terrorism response. Mr. O'Brien outlined the POST activities to date and provided legislators with an overview of identified training needs and how POST is responding to meeting these needs. He also used this forum to announce that POST has made a formal request to the Federal Office of Community Oriented Policing (COPS) for a \$3.6 million grant. This grant would fund a POST-coordinated program to train community volunteers to assist law enforcement officers during critical incidents (terrorist-based or otherwise). These volunteers would perform non-law enforcement duties so that regular and reserve officers could attend to more critical responsibilities. POST is awaiting a response from the COPS office in Washington, D.C.

A number of anti-terrorism courses have been submitted to POST by local law enforcement agencies for certification. These courses have been "fast-tracked" and, upon meeting certification criteria, have been approved for presentation. Lou is currently working with various presenters to bring additional training programs to California law enforcement personnel as soon as possible. Potential subjects may include Threat Management, Protective Intelligence (computer-based intelligence gathering), and Domestic Bio-Terrorism.

# Delivery Plan for Terrorism-Related Training Needs

(Updated as of March 18, 2002)

Training Need/ Course Description	Hrs	Dates/Locations	Target Group	Short Term Delivery Strategy	Long Term Delivery Strategy	Desired Outcome
Law Enforcement Response to Weapons of Mass Destruction	16	02/11-12/02 (Redondo Beach) 03/04-05/02 (San Bernardino) <sup>□</sup> 03/11-12/02 (Fresno) 03/25-26/02 (San Bernardino) <sup>□</sup> 03/25-26/02 (Concord) 04/08-09/02 (Ontario) 04/22-23/02 (Rohnert Park) 05/13-14/02 (Burbank) 08/12-13/02 (Burlingame) 09/09-10/02 (Redondo Beach) 12/16-17/02 (TBA - No. Calif.) 01/13-14/03 (Redondo Beach)	ALL	POST/LSU Collaboration (US DOJ Funded)	Certify as S&K to Local Agencies and Regional Centers  Include as Basic Course Curricula in the Future?	Train up to 600 individuals
Law Enforcement Response to Weapons of Mass Destruction (Training-for-Trainers)	16	02/13-14/02 (Redondo Beach) 03/06-07/02 (San Bernardino) <sup>□</sup> 03/13-14/02 (Fresno) 03/27/28/02 (San Bernardino) <sup>□</sup> 03/27-28/02 (Concord) 04/10-11/02 (Ontario) 04/24-25/02 (Rohnert Park) 05/15-16/02 (Burbank) 08/14-15/02 (Burlingame) 09/11-12/02 (Redondo Beach) 12/19-19/02 (TBA - No. Calif.) 01/15-16/03 (Redondo Beach)	Designated Agency Trainers	POST/LSU Collaboration (US DOJ Funded)	Continue to Use LSU as a Training Supplier	Create up to 360 qualified trainers
Risk and Threat Assessment for Weapons of Mass Destruction	12	05/07-08/02 (Fresno) 05/09-10/02 (Bakersfield) 05/28-29/02 (Ontario) 05/30-31/02 (Burbank) 06/11-12/02 (Burlingame) <b>Sacramento</b> 06/13-14/02 (San Jose) 06/25-26/02 (Concord) 06/27-28/02 (Sacramento) <b>Redding</b>	Multi-Discipline Local Teams	POST/Texas A&M Collaboration (US DOJ Funded)	Incorporate Content into Terrorism Liaison Officer (TLO) Course	Training up to 400 individuals (25%+ Law Enforcement?)



Training Need/ Course Description	Hrs	Dates/Locations	Target Group	Short Term Delivery Strategy	Long Term Delivery Strategy	Desired Outcome
Emergency Response to Domestic Biological Incidents	24	04/10-12/02 (San Bernardino) 04/15-17/02 (San Bernardino) 08/07-09/02 (Burlingame)	Multi-Discipline Local Teams	POST/LSU Collaboration (US DOJ Funded)	Continue to Use LSU as a Training Supplier	Create as many teams as possible
Supervisory/Management Response to a Terrorist Incident	16	04/24-25/02 (Sacramento) 05/08-09/02 (Sacramento) 06/05-06/02 (Redondo Beach) <b>POST CERTIFICATION PENDING</b>	Field Supervisors Managers	New Plan III Cert. (D-Prep L.L.C.) Fund by reducing # of Other D-Prep Courses	Present, as needed <b>COMPLIMENT WITH POST-DEVELOPED TELECOURSE?</b>	Add Presentations Based on Patronage
Supervisory/Management Response to a Terrorist Incident (Training-for- Trainers) - <u>Designed to follow</u> <u>above class presentation</u>	8	04/26/02 (Sacramento) 05/10/02 (Sacramento) 06/07/02 (Redondo Beach) <b>POST CERTIFICATION PENDING</b>	Field Supervisors Managers	New Plan III Cert. (D-Prep L.L.C.) Fund by reducing # of Other D-Prep Courses	Present, as needed <b>COMPLIMENT WITH POST-DEVELOPED TELECOURSE?</b>	Add Presentations Based on Patronage
Executive Terrorism Seminar ("Local Law Enforcement's Role in Responding to Terrorism")	6	01/29/02 (Fresno) <b>PILOT</b> 04/09/02 (Ontario) 04/23/02 (Rohnert Park) 05/21/02 (Long Beach) 06/25/02 (Redding) 07/23/02 (San Diego) 07/25/02 (Sacramento)	Executives and Senior Managers	Presented as a POST Special Seminar (POST/CSTI/CATIC/ DOJ+Collaboration)	Include in future DOJ contract or CPOA certification?	Training available to every interested L.E. executive
Anti-Terrorism Concepts for Patrol Personnel	8	03/20/02 (Rancho Cordova) <b>PILOT</b>	Field Personnel	DOJ A.T.C. to develop and present regionally using redirected contract funds this FY. Pilot to be POST Special Seminar	Include in DOJ contract for FY 02/03 (# of presentations to be determined by upcoming TNAs)	Training available to every interested agency
Anti-Terrorism Concepts for Patrol Personnel (Training-for-Trainers)	24?	<b>TO BE DEVELOPED</b>	Designated Agency Trainers	DOJ A.T.C. to develop and present regionally by next fiscal year	Include in DOJ contract for FY 02/03 (# of presentations to be determined by upcoming TNAs)	Create statewide cadre so course can be presented in-house and regionally
The Dispatcher's Role in a Terrorist Incident	4-8	<b>NO PRESENTATIONS SCHEDULED TO DATE</b>	Dispatchers	Developed as part of POST Dispatcher T4T Program	Certify as S&K to Local Agencies and Regional Centers	Presented by existing dispatcher training cadre

Training Need/ Course Description	Hrs	Dates/Locations	Target Group	Short Term Delivery Strategy	Long Term Delivery Strategy	Desired Outcome
Communications Response to a WMD or Terrorist Incident	24	<b>UNDER DEVELOPMENT BY MIDP CLASS #14 STUDENT</b>	Dispatchers	To be piloted in cooperation with a regional center (e.g., South Bay Consortium)	Certify regionally, as needed	Increase PSD awareness of WMD/Terrorism and ID strategies to react
Terrorism Liaison Officer (TLO) Course	22	<b>TBA</b>	Agency- Designated Terrorism "Point Person(s)"	CSTI to develop and present regionally (with possible DOJ support?) As POST Special Seminar	Certify as a Plan III Course to CSTI	Train at least one designated individual per agency
Terrorism (Comprehensive Survey Course on Domestic and International Terrorism)	37	01/21-25/02 (SLO) <b>FULL</b> 03/18-22/02 (SLO) <b>FULL</b> 04/15-19/02 (SLO) <b>FULL</b> 06/03-07/02 (SLO) 10/07-11/02 (SLO) 01/06-10/03 (SLO) 03/17-12/03 (SLO)	Suitable for selected agency reps from a variety of levels/ assignments	Certified to CSTI (Increased from 3 to 5 presentations per year)	Increase number of presentations and fund to permit and encourage "road show" delivery?	Provide historic and current information on terrorism to L.E. Personnel
Tactical Engagement (CBR Environment)	8+	<b>YET TO BE DEVELOPED</b> (Some agencies, e.g., SFPD, Texas A&M, etc. have done initial training and/or equipment evaluations)	Tactical personnel and L.E.-integrated HAZMAT Teams	Handled individually by agencies and presenters of existing SWAT Update Courses?	Develop standardized curricula and Total Training Package (TTP)?	Fold curricula into existing SWAT Core (or Advanced) Courses
Terrorism Orientation for Investigative Personnel	24+	<b>UNDER DEVELOPMENT BY MIDP CLASS #14 STUDENT</b>	Experienced Investigative Personnel	To be piloted in cooperation with a regional center (e.g., SBSD)	Certify regionally, as needed	Increase Investigator Awareness of Terrorism
Fundamentals of Terrorism	8	03/06/02 (Concord) 03/25/02 (Concord) 04/03/02 (Concord)	Suitable for selected agency reps from a variety of levels/ assignments	Presented by Contra Costa LE Training Center (Non- Reimbursable Fee: \$57)	Continue to present, as needed, to meet regional training need	Provide historic and current information on terrorism to L.E. Personnel
Survey of Terrorism	16	03/07-08/02 (Concord) 03/26-27/02 (Concord) 04/04-05/02 (Concord) 04/29-30/02 (Concord)	Suitable for selected agency reps from a variety of levels/ assignments	Presented by Contra Costa LE Training Center (Non- Reimbursable Fee: \$46)	Continue to present, as needed, to meet regional training need	Provide historic and current information on terrorism to L.E. Personnel

Training Need/ Course Description	Hrs	Dates/Locations	Target Group	Short Term Delivery Strategy	Long Term Delivery Strategy	Desired Outcome
HAZMAT, First Responder, Operational	16	04/01-02/02 (Sonora)	Suitable for selected agency reps from a variety of levels/ assignments	Certify as POST Special Seminar to Meet Local Needs	Certify to Regional Training Centers	Enhance Local Agency Expertise
Investigation of Terrorism	40	<b>TO BE DEVELOPED</b>	Investigators	N/A	Develop as Technical Course (or ICI Specialty?)	Enhance Local Agency Expertise

\* Additional training dates requested but not yet confirmed **UPDATED as of 03/18/02**

■ San Bernardino County ONLY

## COMMISSION AGENDA ITEM REPORT

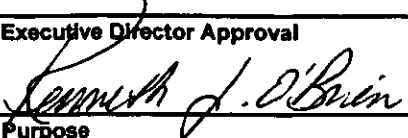
☐ **No**

## **RECOMMENDATION**

To approve San Jose Police Department for additional contract funding of \$14,520 to train instructors in *Force Option Simulator Instructor Training*, and West Covina Police Department for additional funding of \$15,456.00 to train instructors in *Force Option Simulator Instructor Training* and *Driver Training Simulator Instructor Training*. The total amount of additional funding requested is \$29,976.00 for this fiscal year.

# COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

## COMMISSION AGENDA ITEM REPORT

<b>Agenda Item Title</b> Report to the Joint Legislative Budget Committee on the application of new technology in law enforcement training		<b>Meeting Date</b> April 10, 2002
<b>Bureau</b> Training Program Services	<b>Reviewed By</b> Ray A. Bray	<b>Researched By</b> Graham Breck
<b>Executive Director Approval</b> 	<b>Date of Approval</b> 3-17-02	<b>Date of Report</b> March 5, 2002
<b>Purpose</b> <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		<b>Financial Impact:</b> <input type="checkbox"/> Yes (See Analysis for details) <input checked="" type="checkbox"/> No

In the space provided below, briefly describe the **ISSUE**, **BACKGROUND**, **ANALYSIS**, and **RECOMMENDATION**. Use additional sheets if required.

### ISSUE

Should the Commission approve and authorize staff to submit an information report prepared by staff in compliance with the requirement of the Joint Legislative Budget Committee to submit a report on or before June 30, 2002, concerning the application of new technology in law enforcement training?

### BACKGROUND

Requirement: "The Commission on Peace Officers Standards and Training shall report to the Joint Legislative Budget Committee no later than June 30, 2002, on the application of new technology in law enforcement training. It shall include an evaluation of the use of Internet and CD-ROM multimedia technology by the commission for training law enforcement officers. The commission shall also evaluate and report on the costs associated with the new technology and the effectiveness of these training methods."

As a result of Assembly Concurrent Resolution 58, which was passed in 1989, POST established the Learning Technology Resource Center (LTRC) to oversee the management of multimedia training programs. In the program's initial phase, POST reimbursed law enforcement agencies for the purchase of interactive videodisc (IVD) computer systems. Over the next few years, several IVD courses were developed and delivered.

In 1998 the Commission was faced with a change in industry standards from IVD format to CD-ROM format for training delivery. The IVD systems were no longer supported by industry and were beginning to fail. The Commission responded over the next three years by reimbursing agencies for the purchase of CD-ROM based multimedia computer systems and by producing and delivering 10 interactive training courses on CD-ROM. By carefully managing the vendors and the reimbursement process, POST was able to reimburse 419 agencies for 684 multimedia systems at a cost of \$1.7 million dollars. POST then used a combination of partnerships and federal grants to convert five IVD courses to CD-ROM and create five new CD-ROM courses. This use of federal funding and partnership funding reduced the expenditure of POST dollars to about \$340,000, the average cost for development of a single new CD-ROM course. The total cost to POST for the multimedia CD-ROM program, including computers and courses, was about \$2 million, roughly one-third the cost of the original IVD program.

There are numerous benefits from using multimedia CD-ROM courses for delivering instruction:

1. Training is available when and where it is needed.
2. Training can be individualized and self-paced.
3. Training can be competency-based.
4. Multimedia training can result in decreased training time and costs.
5. The training can be scenario-based, giving the officer a safe environment in which to learn from their mistakes.
6. Training can be presented the same way every time to every officer, ensuring consistency in both the quality and quantity of instruction.

### **ANALYSIS**

Despite the above benefits and the reduced development costs, POST became concerned that CD-ROM training was not being well used. POST staff conducted workshops to provide information and training to agency training managers on the use of CD-ROM courses. These workshops helped to further increase the use of CD-ROM courses, but it still did not seem to be consistently accepted by POST agencies. As a result of this anecdotal information, POST has decided to survey the law enforcement community regarding the level of use and the factors affecting the use of multimedia training. The survey data and information on results other organizations are achieving will be used to determine the future course of CD-ROM based multimedia training. Because these results are not available at this time, POST will provide a supplementary report to the legislature by December 31, 2002.

A report that describes the application of new technology in law enforcement training and addresses the requirement of the Joint Legislative Budget Committee has been prepared and is attached to this item.

### **RECOMMENDATION**

It is recommended the Commission approve the report and direct staff to forward it to the Joint Legislative Budget Committee.

**REPORT TO THE  
JOINT LEGISLATIVE BUDGET COMMITTEE**



**ON THE  
APPLICATION OF NEW TECHNOLOGY  
IN LAW ENFORCEMENT TRAINING**



## COMMISSIONERS

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## **Executive Summary**

Assembly Concurrent Resolution 58, which was passed in 1989, requested that a committee be formed to study the use of advanced technology and facilities for law enforcement training. As a result of ACR 58 and the resultant committee report, POST established the Learning Technology Resource Center (LTRC). LTRC staff was given responsibility for management of the multimedia training program. In the program's initial phase, POST reimbursed law enforcement agencies for the purchase of interactive videodisc (IVD) computer systems and developed and delivered several IVD courses.

In 1998 the Commission was faced with a change in industry standards from IVD to CD-ROM format for training delivery. The IVD systems were no longer supported by industry and were beginning to fail. The Commission responded over the next three years by reimbursing agencies for the purchase of CD-ROM multimedia computer systems and by producing and delivering 10 interactive training courses on CD-ROM. By carefully managing the vendors and the reimbursement process, POST was able to reimburse 419 agencies for 684 multimedia systems at a cost of \$1.7 million dollars. POST used a combination of partnerships and federal grants to convert five IVD courses to CD-ROM and to create five new CD-ROM courses. This use of federal funding and partnership funding reduced the expenditure of POST dollars to about \$340,000, the average cost for development of a single new CD-ROM course. The total cost to POST for the multimedia CD-ROM program, including computers and courses, was about \$2 million, roughly one-third the cost of the original IVD program.

There are numerous benefits from using multimedia CD-ROM courses for delivering instruction:

- Training is available when and where it is needed. A single officer can use it in the agency or at home. Officers do not have to wait for a course to be offered; they can take the training when it is convenient for them. It can also be in classroom settings with a facilitator or specific topics can be used in roll call training.
- Training is individualized, allowing officers to study at their own pace.
- The multimedia approach facilitates the implementation of competency-based training by including problem-solving exercises, feedback, remediation, and formal evaluations.
- Training time is decreased and training costs are reduced. Pretests can be used to assess an officer's current knowledge and tailor the training to topics the officer needs rather than making them take an entire course. Since multimedia courses are modularized, officers can train a little at a time during their regular shifts eliminating overtime pay. Agency training dollars can then be applied to other training. Travel and per diem are also eliminated, saving POST funds as well.

- The cost of training is reduced over time on a per student basis. While initial development costs may be high, the more students that are trained, the lower the per student cost. Unlike classroom training where each course offering costs more, individualized multimedia training can be taken by as many officers as need it at no cost beyond initial development.
- Student performance is improved. Incorporating multiple techniques for presenting training along with exercises, feedback, remediation, and testing has proved to be a powerful way to increase learning and retention. Scores on the POST-administered test for the students enrolled in the multimedia P.C. 832 course were significantly higher than scores for students in a classroom environment.
- Problem-solving, decision-making, and judgment skills can be practiced in a safe, less costly environment. The technology is especially well suited for providing simulations that give the officer a safe environment in which to learn from their mistakes.
- There is consistency in both the quality and quantity of instruction. Multimedia allows the same amount of training to be presented the same way every time to every officer.

Despite the above benefits and the reduced development costs, POST became concerned that CD-ROM training was not being well used. POST staff conducted workshops to provide information and training on the use of CD-ROM courses. The workshops helped to increase the use of CD-ROM courses, but multimedia training still did not seem to be consistently accepted by POST agencies. Comments from the workshops indicated that the course quality was not a concern, but multimedia training implementation and management may be a problem. As a result of this anecdotal information, POST has decided to conduct a survey regarding the level of use and the factors affecting the use of multimedia training. The survey data and information on results other organizations are achieving will be used to determine the future course of CD-ROM based multimedia training. Because these results are not available at this time, POST will provide a supplementary report to the legislature by December 31, 2002.

Additional options for the incorporation of technology into law enforcement training are being explored. Digital Versatile Disc (DVD) holds promise as a medium for training law enforcement personnel. It can deliver job-related scenarios incorporating high quality video and audio for use in small groups or classrooms.

POST has successfully implemented an Internet-based information transfer program. The Electronic Data Interchange (EDI) system has been implemented and is being used by 475 law enforcement agencies to replace paper-based transfer of information.

POST also plans to take advantage of Internet technology to upgrade the law enforcement academies' testing program. A new Testing Management and Assessment System (TMAS) will replace the POSTTRAC test system. Eventually most tests will be computer based, using Internet-based software and taking advantage of advances in testing theory and practice and the efficiencies of computer scoring.

## **Purpose**

The purpose of this paper is to report to the Joint Legislative Budget Committee on the state of the Commission on Peace Officer Standards and Training (POST) multimedia training program. The specific requirement is as follows: "The Commission on Peace Officers Standards and Training shall report to the Joint Legislative Budget Committee no later than June 30, 2002, on the application of new technology in law enforcement training. It shall include an evaluation of the use of Internet and CD-ROM multimedia technology by the commission for training law enforcement officers. The commission shall also evaluate and report on the costs associated with the new technology and the effectiveness of these training methods."

## **Background**

### **Multimedia and the POST Strategic Plan**

The continuing development of multimedia courseware supports the POST Strategic Plan. The strategic plan has incorporated several goals and objectives that refer to the use of technology for training delivery. The following is a summary of the statements that have implications for multimedia instruction:

- Developing competency-based rather than hourly-based instruction.
- Increasing the use of testing and/or mastery evaluation in courses.
- Developing self-directed instruction.
- Using technology for training delivery as appropriate.
- Upgrading the multimedia technology presently being used by agencies participating in the POST program.

Multimedia training can reduce training costs and training time for "the cop on the beat." It is one way for POST to ensure that Peace Officer Training Fund (POTF) monies are used advantageously.

## The Promise of Multimedia Training

Many organizations in the private and public sectors use multimedia for training. A few of the organizations that adopted this technology for training more than a decade ago include IBM, Ford, Nissan, Federal Express, American Airlines, the United States Department of Defense. Now as multimedia technology has matured, increasing numbers of organizations are turning to CD-ROM and the Internet as a means to deliver cost-effective training. Technology by itself, though, does not assure that instruction is effective.

*Overall, interactive videodisc instruction demonstrated sufficient utility in terms of effectiveness, cost, and acceptance to recommend that it now be routinely considered and used in Defense training and education.*

From a report by J. D. Fletcher, "Effectiveness and Cost of Interactive Videodisc Instruction in Defense Training and Education," prepared for the Office of Assistant Secretary of Defense and Assistant Secretary of Defense for Public Affairs by the Institute for Defense Analyses, July 1990.

## Benefits of Interactive Multimedia Instruction

Research and experience have shown that learning can be greatly facilitated by the proper use of audio and visuals and by having students actively involved in their learning. Well-designed multimedia instruction can combine video, animation, audio, text, and computer graphics and have students interact with this material in a way that enhances learning. The federal government and industry have used multimedia instruction for years and there is ample evidence that the use of audio, video, graphics, and animation in realistic scenarios decreases learning time and increases retention. The benefits of this technology are described below.

*"That all of the courses and software look great and that they're really impressed."*

*"DV (Domestic Violence CD-ROM) is just terrific."*

*"Interaction made you pay more attention."*

*"All my officers love it."*

*"I just love what you're doing. It looks professional."*

*"It is cutting edge."*

Comments from training managers to POST regarding the CD-ROM courses.

## Training is Available When and Where Needed

Multimedia training is available whenever it is needed -- at 3 in the morning or 3 in the afternoon. Since the multimedia systems are located in the local agencies, officers do not have to wait until the class is offered to receive training. Instead of being sent off to training, it can be available where the officer is assigned -- at the main station or a substation.

### Individualized

The CD-ROM courses are individualized by allowing each student to progress at his or her own pace, reviewing material as many times as needed or skipping over material that is already known. Pre-tests can be used to prescribe a learning path. The courseware is modularized so that an officer can readily access a particular lesson or topic. The computer keeps track of each individual's progress and even places a bookmark when the student leaves. This means that when the officer returns to the system later, the officer continues from where he or she had stopped during the previous session.

### Competency-Based Rather Than Hourly-Based Training

The objectives of several of the CD-ROM courses have been derived from specific competencies. The courses include tests that the officer takes to demonstrate mastery of the objectives. Having a means for demonstrating mastery is what is important, not how many hours the officer has studied. All of the CD-ROM courses include some form of student assessment, either multiple-choice tests or scenario-based, problem-solving exercises.

### Decreased Time Required for Training

The First Aid/CPR course has pretest questions that are keyed to specific topics mandated by the Emergency Medical Services Authority. If an officer who is taking the course for recertification answers the questions for a given topic incorrectly, the computer indicates that area as "required." Some officers may have to spend only four hours, while others might take up to eight hours. This is far less time than the 12 hours for recertifying that most traditional classes require, where the instructor often has to proceed at a slower pace to ensure that all of the students learn the material. In another example, the P.C. 832 classroom course normally allocates 32 hours to complete material that students using the multimedia P.C. 832 course can master in about 16 hours.

Another reason for the decreased training time when using multimedia instruction is that officers can progress at their own pace. By monitoring the results of the practice exercises, an officer may spend additional time in order to master a particular topic while spending minimal time on a topic that is less difficult.

### Improved Learning

Incorporating multiple techniques for presenting training (e.g., video, audio, animation, graphics, etc.) with exercises, feedback, remediation, and testing has proved to be a powerful way to increase learning and retention. Results on the POST-administered tests for the students enrolled in the multimedia P.C. 832 course were about 10 percent higher than test scores for students in a classroom environment. There was only one failure recorded in this group. This is also a better than average statistic.

### Decreased Training Costs

With multimedia, officers are able to complete the training in segments over a period of time. For example, an officer may complete a course over a period of six weeks during regular shift time. This is accomplished by working maybe one or two hours at a time when work permits.

Since officers are able to take training during their regular shifts, there are no costs associated with bringing in replacements (and paying overtime) while officers are away at training. Also, the POST reimbursement costs for travel and lodging are eliminated. One agency has estimated saving \$45,000, and another saved approximately \$100,000 in overtime costs through use of the First Aid/CPR multimedia course.

For more rural agencies that have much less access to training presenters, multimedia training can be the difference between having and not having training.

#### Simulations for Teaching Judgment and Decision Making

Multimedia is especially useful for simulating real-life situations in which the student can interact. Based on each decision, the simulation will branch to show the consequences of the student's action. Being able to practice life and death situations is only possible in a simulation, where officers can safely make incorrect decisions and experience their consequences. Multimedia provides the opportunity for officers to participate in simulations that would be prohibitively expensive and impractical to provide locally in any other manner.

#### Consistent Training

The quality of instruction delivered via multimedia will be the same every time it is used, whether this is in a small rural agency or a large urban one. Care is taken to ensure that the content is applicable to all POST agencies. Because of the built-in testing mechanisms, there is impartial documentation that an officer has satisfied the training requirements. Also the quantity of the instruction is the same every time the course is used. In a classroom situation when there is a finite amount of time blocked out for a class, the instructor may skip over something because "there is not enough time."

#### **What is Effective Instruction?**

High-quality instruction results in student learning, regardless of the type of delivery system and media used. Viable instruction such as POST multimedia training has the characteristics listed below.

- 1) The CD-ROM courses incorporate clearly stated goals and objectives that are designed to meet identified training needs.
- 2) Only the relevant content that learners need to master the objectives is included; no more, no less.
- 3) Content is reviewed to ensure the selection and effective use of appropriate media (e.g., video, audio, animation, graphics, Microsoft PowerPoint, print, or combinations of media) for the intended learning outcomes.



- 4) CD-ROM training is designed to create active student involvement in learning activities (e.g., exercises with feedback) that facilitate the attainment of the goals and objectives by each learner.
- 5) Each course includes mechanisms to objectively evaluate student learning. Agencies are assured that their officers received the appropriate training and learned the material.

## **The POST Multimedia Program**

### **Learning Technology Resource Center**

Assembly Concurrent Resolution 58, which was passed in 1989, requested that a committee be formed to study the use of advanced technology and facilities for law enforcement training. The resolution also noted that there was a shortage of adequate training equipment and facilities to meet California law enforcement training needs. In its report, the committee expressed particular interest in the potential of computer-based and interactive videodisc programs.

As a result of ACR 58 and the resultant committee report, POST established the Learning Technology Resource Center (LTRC). The center became operational in 1993. LTRC now provides services and products dealing with technology-based training to California law enforcement.

At the direction of the POST Training Program Services bureau chief, LTRC staff oversees the design, development, implementation, and management of multimedia training programs. This includes managing the reimbursement program for new, multimedia computer systems installed at California law enforcement agencies and overseeing the development and distribution of multimedia courseware used for training peace officers.

LTRC staff has established partnerships with various organizations to expedite the development of the courseware.

LTRC also provides technical support to the agencies in using the multimedia computers. This support is provided via telephone and through workshops that train agency personnel on the use of these systems.

Additional responsibilities include researching new training technology that may have applicability for law enforcement training. Examples of this technology include the Internet and simulation environments such as virtual reality, video conferencing, and interactive classrooms. LTRC was also involved in the procurement and startup of the driving simulator and force option simulator programs.

Current LTRC staffing includes a supervisor, a senior instructional designer, an instructional designer, and a senior instructional systems engineer.

## **Interactive Videodisc (IVD) Equipment and Courseware in Agencies**

In an effort to realize the benefits of using technology for delivering training, the Commission instituted the IVD reimbursement program in November 1992. Altogether the Commission has invested approximately \$5.4 million for purchasing IVD systems and developing seven interactive videodisc courses that were used throughout the state. The programs are: *Law Enforcement Driver Training*, *Law Enforcement First Aid/CPR*, *Drug Identification and the Law*, *Drug Influence and User Identification*, *Driving Under the Influence*, *Basic Narcotics Investigations*, and *P.C. 832: Arrest and Firearms*.

### **Level of IVD Utilization**

In April 1996, POST obtained information about how well the two courses in the field at that time had been implemented (*Law Enforcement Driver Training* and *Law Enforcement First Aid/CPR*). Data were obtained from a questionnaire (to which 90% of the agencies with IVD systems responded) and from follow-up focus groups. In general, more than half of the agencies (60%) reporting using one or both courses either frequently or infrequently, and more than three-fourths of the agencies (77%) reported a desire to use IVD training in the future

Information gathered at the focus groups and from participants in subsequent IVD training workshops indicated that there was an increasing interest in using the IVD systems in order to realize the benefits of this training technology. Some of the benefits being reported included cost savings; improved learning; high quality, consistently delivered instruction; and having instruction available on demand whenever needed.

The survey also presented some challenges. Several agencies reported difficulties in keeping the IVD systems operational. The requirement for a videodisc player with a special controller board meant the system was different from any other computers in the agency's inventory. Several cables were unique and subject to failure. As agencies began to acquire more "standard" computers, it became more and more difficult for Information Technology personnel to maintain the IVD systems. These findings were supported by the documentation of support calls handled by POST staff. At the same time it was becoming more difficult to maintain vendor support for the IVD systems. Of the four types of systems originally used by POST agencies, only one was still supported. Other technical issues, vendor support issues, and a move by industry to digital video and CD-ROM delivery of training meant POST had to change as well.

### **Conversion to CD-ROM**

In 1998, the Commission responded to this need by authorizing the reimbursement of California law enforcement agencies for CD-ROM multimedia training systems. The reimbursement program was highly successful. POST reimbursed 419 agencies for 684 multimedia systems at a

cost of approximately \$1.7M. By working with vendors and monitoring the change in price of hardware, POST was able to achieve significant cost savings over the life cycle of the reimbursement program. The entire CD-ROM reimbursement program was accomplished with about one-third the funds used for the original IVD reimbursement program.

At the same time the Commission directed the development of CD-ROM based courseware for the new systems. POST staff began a program to convert viable existing IVD programs to CD-ROM format and to create new programs. The four courses in the drug and alcohol recognition series: *Drug Identification and the Law*, *Drug Influence and User Identification*, *Driving Under the Influence*, and *Basic Narcotics Investigation* were converted at about one-half the original IVD development cost. The *Law Enforcement First Aid/CPR* course was converted at no cost under a memorandum of understanding with the U.S. Air Force that allowed Air Force law enforcement to use the course for training.

Several new courses were also produced. They include *HazMat Awareness Refresher Training*; *Domestic Violence: It's Your Call, Volumes One and Two*; *Sexual Assault: The Patrol Response*; and *Learners First: Facilitation Skills for Learner-Centered Instruction*. All of these courses were produced at a significantly reduced cost. The HazMat course was modified from an existing U.S. Air Force course at approximately one-fifth the cost of an original CD-ROM course. The domestic violence courses and the sexual assault course were produced with federal funding from the Violence Against Women Act and involved no expenditure of state monies. The Learners First course was produced with a combination of POST funds and a grant from the California Community College Chancellor's office. All these courses were produced in CD-ROM format at an average cost to POST of \$34,000 per course. This is approximately 10 percent of the normal cost of CD-ROM course development. POST has distributed a total of ten CD-ROM courses to the field.

### **CD-ROM Utilization**

As the CD-ROM courses were distributed to the field, POST staff conducted workshops to provide information and training to agency training managers on the use of CD-ROM courses. In 2001, POST staff held workshops in nine of the ten training regions in California. In conducting the workshops and holding informal interviews with agency training personnel, it became apparent that, while the use of multimedia training had increased with the conversion to CD-ROM technology, the level of use could be further increased. Some of the stated reasons for lack of use were the way agencies schedule training (on training days rather than during regular shifts) and the lack of understanding of how to integrate CD-ROM based training into the training day environment. Some training managers said they did not have time to learn how to implement and manage computer-based training. Unfamiliarity or discomfort with using computers as training tools was also mentioned.

Another source of information is the low number of requests for Continuing Professional Training (CPT) credit for CD-ROM training. This might appear to substantiate the concern about the level of use; however, it could also be attributed to a lack of understanding of how to

obtain CPT credit. Discussions with training managers seem to support this and further indicate that the lack of use is related to implementation and management.

A look at the number of support calls logged for the multimedia training also provides some useful information. POST has logged over 600 calls from about 400 agencies, providing an indication that the desire to use the training is present, but the ability is not.

Because of the concerns raised by this anecdotal feedback, POST is initiating a survey to determine more precisely what the level of use of CD-ROM training is and what factors are affecting its use. Results of the survey will be used to determine how to proceed with the multimedia training program. Because these results are not available at this time, POST will provide a supplementary report to the legislature by December 31, 2002.

## **The Internet**

### **The Internet as a Training Delivery Media**

Both industry and the federal government have recognized the use of the Internet as a cost effective method of delivering training. While many organizations have remained with traditional classroom training, some have invested most of their training budget in Internet-delivered courseware and the hardware needed to support the effort. Initial reports indicated a high degree of success and more corporations began using the Internet as a means of delivering training. Course offerings included copying manuals on to a Web page and creating electronic books, creating interactive courses where students were engaged in exercises that simulated the work environment, and providing on-line classrooms with students and instructors interacting with one another in chat rooms.

*Over the next two years, the use of multimedia training will double, while the role of the instructor-led [training] will fall by 25 percent. One in three workers currently receives training via multimedia. In the next two years, the number of workstations equipped for multimedia will double . . . [and] access by employees to the Internet will also double.*

Robert T. Jones, President and CEO of the National Alliance of Business, from a speech titled, "The Challenge of World Class Training," delivered October 15, 1996, and printed in *Vital Speeches of the Day* (VOL. LXIII, No 4, December 1, 1996)

As more and more courses were placed on the Internet, organizations began to review the results of the training. The feedback was generally positive and Internet-based training continued to be developed. One concern did surface. In some cases the potential users either did not enroll in the Internet courses or, if enrolled, did not complete them. One of the main reasons for this seems to be the lack of meaningful interaction with fellow students and instructors. For these individuals, the use of chat rooms did not compare favorably with the face-to-face situation found in the classroom. As a result, some organizations are moving to a "blended learning" approach where individual study is followed by a real classroom environment in which ideas can be exchanged and students can test their learning with peers and an instructor.

POST has certified two courses for an Internet-based pilot program. The program is being run by the Rio Hondo Regional Training Center, located in Whittier, CA. Rio Hondo has a large Internet-based training program with several thousand students on line. Many peace officers are taking advantage of the on line courses to obtain college credit. They are not, however, accessing the two POST-certified courses that are on line and can be taken for continuing professional training (CPT) credit. One reason may be associated with payoff for completing the training. Peace officers are taking on-line college courses because the agencies where they work require a certain amount of college credit for promotion. Also, the agencies are providing on-duty training time for meeting CPT requirements. Given the choice between taking training on line with no compensation or taking training when the agency compensates for the time spent, officers will choose the latter.

### **The Internet as an Information Transfer Medium**

POST has achieved success in using the Internet to transfer information to and from law enforcement agencies. POST realized that the Internet has the potential to replace the paper-based transfer of information and has established the Electronic Data Interchange (EDI) system as an electronic alternative. The benefits of the EDI system include reduced costs and reduced errors caused by multiple entries of information and the storage of information at both the agency and POST. The EDI system was pilot tested with notices of appointment and termination for law enforcement personnel. Agencies were invited to sign up on a voluntary basis. The program was an early success and rapidly grew to include 475 agencies. The information exchange was expanded to include the Sherman Block Supervisory Leadership Institute and course presentation locations, dates, and roster status for POST certified presenters. The next phase of expansion includes adding course rosters and the instructor certification program.

### **The Future**

As stated above, POST will use the results of the multimedia survey to determine the best course of action for CD-ROM based training. Additionally, POST will further research the use of both multimedia and the Internet by government and industry to determine what challenges they have faced in incorporating both the Internet and CD-ROM technology into training programs.

POST is currently exploring several other options for the incorporation of technology into law enforcement training. One option is to use Digital Versatile Disk (DVD) as a medium for training law enforcement personnel. DVD technology can be used to deliver job-related scenarios incorporating high quality video and audio. The content is searchable, indexed, and easily accessed. The scenarios can be used in small groups or classrooms and a supervisor can be trained to act as the training facilitator. The initial pilot test indicates a high level of support for this technology.

Another option is the upgrade of the law enforcement academies' testing program to include an Internet component. A new Testing Management and Assessment System (TMAS) will replace the POSTTRAC test system currently used to assess achievement as students progress through

basic training. Initially, both computer-based testing and traditional paper-and-pencil tests will be supported. Eventually, most tests will be computer-based, using Internet-based software to take advantage of advances in testing theory and practice and the efficiencies of computer scoring.

## **Conclusion**

The conversion of the multimedia program from Interactive videodisc (IVD) to CD-ROM technology was successful in terms of cost. The computer systems were replaced and 10 CD-ROM based courses were produced for \$2 million. This is about one-third the cost of the original IVD program. Despite the advantages of multimedia training mentioned in this report, there is a concern that the number of officers being trained with these courses is lower than is desirable. The issue appears to be implementation. The quality of training provided by POST CD-ROM courses does not seem to be a concern. POST is initiating a survey to determine the actual level of use and what steps can be taken to increase that use. POST will also conduct reviews of the successes and failures of the federal government, industry, and other law enforcement organizations in using multimedia training.

POST will continue to look at ways to use the Internet as a training delivery medium. As with the multimedia program, POST will also look at the results of other entities incorporation of this technology. The approach will be to use smaller, carefully constructed courses that meet a specific need and are well matched to Internet delivery of training.

POST will also capitalize on its success in use of the Internet for information transfer. More paper-based transactions with law enforcement agencies will be included in the Electronic Data Interchange (EDI) system and the Testing Management and Assessment System (TMAS) will be brought on line.

Digital Versatile Disc (DVD) has the potential to be an effective method of creating and delivering high-quality video resources for classroom or small group presentation of training. POST will continue to develop this promising media.

Finally, POST will continue to examine other, new technologies for applicability to law enforcement training.

# COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

## COMMISSION AGENDA ITEM REPORT

<b>Agenda Item Title</b> Contract Amendment for additional Identity Theft Courses		<b>Meeting Date</b> April 11, 2002
<b>Bureau</b> Training Program Services	<b>Reviewed By</b> Ray A. Bray	<b>Researched By</b> Neil W. Zachary
<b>Executive Director Approval</b> <i>Samuel J. O'Brien</i>	<b>Date of Approval</b> 3-22-02	<b>Date of Report</b> February 11, 2002
<b>Purpose</b> <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		<b>Financial Impact:</b> <input checked="" type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provide below, briefly describe the **ISSUE**, **BACKGROUND**, **ANALYSIS**, and **RECOMMENDATION**. Use additional sheets if required.

### ISSUE

Should the Commission authorize the Executive Director to amend contracts with the San Diego Regional Training Center (SDRTC) and the San Jose State University Foundation (SJSU) to conduct four (4) additional Identity Theft Course presentations during this fiscal year for an amount not to exceed \$92,000?

### BACKGROUND

The SDRTC and the SJSU are the only presenters of the Robert Presley Institute of Criminal Investigation (ICI) Identity Theft Course. Each presenter has conducted their authorized number of courses this fiscal year; SDRTC has presented two and SJSU has presented three. Both presenters report that they have long waiting lists of individuals who desire to complete the course.

### ANALYSIS

SDRTC reports that they presently have 49 people on their waiting list. SJSU presented their last course in March to a full class of 25 students and still have 21 individuals of their waiting list. We are receiving calls daily from the field requesting Identity Theft Course offerings.

Each presentation of the course is budgeted for \$26,000. Authorizing each presenter to conduct two additional presentations of the course in each venue would cost a total of \$92,000.

### RECOMMENDATION

Authorize the Executive Director to amend contracts with the SDRTC and the SJSU adding two presentations of the Identity Theft Course in each venue for an amount not to exceed \$92,000.

# COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

## COMMISSION AGENDA ITEM REPORT

<b>Agenda Item Title</b> Mandated Training for Racial Profiling Course Instructors		<b>Meeting Date</b> April 10, 2002
<b>Bureau</b> Training Program Services	<b>Reviewed By</b> <i>[Signature]</i> Ray Bray	<b>Researched By</b> Mike Hooper
<b>Executive Director Approval</b> <i>[Signature]</i> Kenneth J. O'Brien	<b>Date of Approval</b> 3-17-02	<b>Date of Report</b> March 14, 2002
<b>Purpose</b> <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		<b>Financial Impact:</b> <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the **ISSUE**, **BACKGROUND**, **ANALYSIS**, and **RECOMMENDATION**. Use additional sheets if required.

### ISSUE

Should the POST Commission approve, subject to Notice of Proposed Regulatory Action, modification of POST Regulations 1070 and 1082 to require that Racial Profiling Course facilitators complete a specified training course prior to service as a course instructor?

### BACKGROUND

POST, in collaboration with law enforcement and other groups (including a statutorily established panel), has developed a legislatively mandated training course on racial profiling. The four-hour training course examines the patterns and practices that comprise racial profiling and identifies protocols for its prevention. At the January 2002 Commission meeting it was decided the racial profiling course should be piloted twice and evaluated prior to the April Commission meeting. The Commission also made provisions for a public hearing at the April meeting to receive comments from interested parties. In the absence of significant adverse review or comments, it is expected that upon conclusion of the hearing POST staff will ask the Commission to approve the piloted curriculum.

In analyzing the content of the curriculum it became apparent that the training program was both sensitive and complex, as well as highly nuanced. Instructors (or classroom facilitators) of training in this subject area would have to be specially oriented and trained.

### ANALYSIS

Historical, legal, and ethical aspects of racial profiling present unique challenges to trainers. The degree of student interaction required by the instructional methodology necessitates special facilitation skills on the part of instructors. Understanding and identifying community expectations is an essential competency that must also be mastered. Given these factors, it is staff's belief that facilitating this unique training program requires special instructor training, and, therefore, it should be mandated that instructors must first complete a special instructor training course (which is not applicable to community member speakers). Accordingly, POST has created, in consultation with subject matter experts, a three-day train-the-trainer workshop for instructors of racial profiling training (see Attachment A for topic areas).

If this recommendation is approved, it is planned that the train-the-trainer workshop on racial profiling would be offered under the auspices of POST in cooperation with the Los Angeles Museum of Tolerance. The training would be offered around the State at strategic locations.



Attachment A provides proposed language additions to Regulations 1070 and 1082. It is proposed the Commission acts to approve these changes, and if no one requests a public hearing they would go into effect upon approval of the Office of Administrative Law.

**RECOMMENDATION**

Subject to the results of a Notice of Proposed Regulatory Action, approve the proposed amended regulations establishing a 24-hour training requirement for instructors of the Racial Profiling Course.

## ATTACHMENT A

### 1082. Minimum Content Requirements for POST-Certified Instructor and Academy Staff Courses.

(a) Minimum course content. The POST-certified courses listed in this regulation, which is responsive to Regulations 1070 and 1071, shall meet the minimum content requirements as stated below. Presenters are expected to assess student proficiency in each topic area. The assessment (written/oral examination) must be consistent with learning objectives. Requirements for certification and presentation of these courses are specified in Regulations 1052 - 1056.

\* All instructor and academy staff courses shall include content on legal issues, performance evaluation techniques, and safety protocols.

- (1) Academy Director/Coordinator Workshop:
- (A). Academy Management Guidelines
  - (B). Basic Training Support System
  - (C). Budgeting
  - (D). Ethics and Professionalism
  - (E). Instructional Planning
  - (F). Instructional Quality
  - (G). Instructional Resources
  - (H). Learning Domain Instructional System
  - (I). Testing Regulations and Management

\* (See above)

(18) Racial Profiling Instructor Workshop  
(24 Hours)

- (A). Modeling of Core Course
- (B). Facilitation Skills
- (C). Segment Analysis: Racial Profiling Defined
- (D). Segment Analysis: Legal Considerations
- (E). Segment Analysis: History of Civil Rights
- (F). Segment Analysis: Community Considerations
- (G). Facilitator Guide Orientation
- (H). "Teach Back"

(2) through (17) continued\*\*\*\*\*.

**1070. Minimum Training Standards for Instructors of POST-Certified Specialized Training Courses.**

- (a) Minimum training standards. Effective July 1, 2002, primary instructors of any POST-certified specialized training course listed below shall complete the specified training standard, or its equivalent, prior to leading instruction in the POST-certified course. Instructors other than primary instructors must complete the appropriate training standard, or its equivalent, if they are appointed on or after July 1, 2002, or if they instruct at a new training institution on or after July 1, 2002. "Primary instructor" is defined in Regulation 1001, and the equivalency process is defined in Regulation 1070(b).

The courses listed below under "Training Standard" may also require completion of prerequisites which are stated in the *POST Catalog of Certified Courses*.

**CERTIFIED COURSE**

**TRAINING STANDARD** (*Content for the following courses is in Regulation 1082*).

Arrest and Control Techniques

Arrest and Control Instructor or  
Defensive Tactics Instructor

Baton/Impact Weapons

Baton/Impact Weapons Instructor or  
Defensive Tactics Instructor

Chemical Agents

Chemical Agents Instructor

Defensive Tactics Update

Defensive Tactics Instructor or Arrest  
and Control Instructor *and* Baton/Impact  
Weapons Instructor

Diversionsary Devices

Diversionsary Devices Instructor

Driver Training Update

Driver Training Instructor

Driver Training-Simulator

Driver Training Simulation Instructor

Firearms (*As a stand-alone  
course or as part of a  
larger course*)

Firearms Instructor

First Aid/CPR

First Aid/CPR Instructor

Force Options Simulator

Force Options Simulator Instructor

Hazardous Materials-First  
Responder

Hazardous Materials Train-the-Trainer

Institute for Criminal Investigation

Institute for Criminal Investigation  
Instructor

Less Lethal Weapons

Less Lethal Force Instructor

Motorcycle Training

Motorcycle Training Instructor

Physical Training (*Basic Course*)

Physical Training Instructor

Racial Profiling

Racial Profiling Instructor Workshop

- (b) through (c) continued\*\*\*\*\*.

# COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

## COMMISSION AGENDA ITEM REPORT

Agenda Item Title Contract Request for POST Management Fellow (Regional Skills Centers)		Meeting Date April 10, 2002
Bureau Training Program Services	Reviewed By <i>Ray A. Bray</i>	Researched By Ray A. Bray
Executive Director Approval <i>Kenneth J. D. Brown</i>	Date of Approval <i>3-18-02</i>	Date of Report March 8, 2002
Purpose <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input checked="" type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

### ISSUE

Should the Commission approve continued funding for a management fellow to manage the Regional Skills Training Center Program?

### BACKGROUND

In May of 1999, POST entered into a one-year contract with the San Diego Regional Training Center for the services of a management fellow to develop and manage the simulator project. This contract was extended for a second year. Forrest Billington, the contracted management fellow, elected to retire and was replaced by a new Management Fellow, Ollie Sansen. Mr. Sansen was contracted through Los Medanos College (Contra Costa Training Center) through August of this year. Mr. Sansen was selected because of his vast experience in training as well as coordination in the field of Perishable Skills. During the last six months he has done an excellent job in managing the Perishable Skills Program and assisting the 24 training sites to develop their program.

### ANALYSIS

The development of the Regional Skills Training Centers has been one of the largest projects of direct assistance for law enforcement ever undertaken by POST. It has set a standard which other states are starting to emulate. At this time the majority of Regional Skills Centers have been funded and are pending certifications. However, constant rotation of training personnel and in some cases complete changes of program management at the Centers have prolonged the implementation of the training. Too, unresolved issues at Modesto (Ray Simon Center) and Los Medanos Colleges, continue to delay development of these Regional Training Centers.

The development of additional scenarios for both the Force Options Simulators (the current 16 scenarios are only good for a one year training cycle) and the Driving Simulators are requiring a great deal of staff time and resources. Work is currently in progress with several contractors, including CHP, to develop additional scenarios.

The recent approval of the Tulare/King County Training Center will require continuing staff assistance since it is in the development stage of the project. Many training sites are just beginning to receive their perishable skills equipment and require on-site assistance as equipment is delivered. Funding was recently approved to upgrade driving simulators at Butte and Modesto Training Centers and these centers are currently being provided operational assistance.

This program is at a critical stage in its development. It is essential that a full time staff member be available to provide developmental assistance to the Regional Skills Training Centers.

#### **RECOMMENDATION**

Authorize the Executive Director to enter into a one-year interagency agreement with Los Medanos College for the continued services of Mr. Ollie Sansen beginning September 1, 2002, through August 31, 2003, in an amount not to exceed \$105,000, including salary and benefits. (ROLL CALL VOTE)

# COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

## COMMISSION AGENDA ITEM REPORT

<b>Agenda Item Title</b> Robert Presley ICI Contract Request –RenTech Computer Rental Company		<b>Meeting Date</b> April 10, 2002
<b>Bureau</b> Training Program Services	<b>Reviewed By</b> Ray A. Bray	<b>Researched By</b> Neil W. Zachary
<b>Executive Director Approval</b> <i> Kenneth J. O'Brien </i>	<b>Date of Approval</b> 3-18-12	<b>Date of Report</b> March 8, 2002
<b>Purpose</b> <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		<b>Financial Impact:</b> <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provide below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

### ISSUE

Should the Commission authorize the Executive Director to enter into contract with the RenTech Computer Rental Company (RenTech) to supply all the computers for courses within the Robert Presley Institute of Criminal Investigation (ICI) Program at a cost of \$35,000?

### BACKGROUND

The ICI Core Course and Identity Theft Investigation Course use computers during the course and computers are an integral part of the learning in these courses. In previous years, the presenters of these courses obtained rental agreements with a variety of computer rental companies at an average cost of \$2,500 for each course.

### ANALYSIS

RenTech has agreed to supply computers to these courses at any location in the State for a cost of \$942 per course. Five of the six presenters of the ICI Core Course rent computers in their combined 22 presentations. One of the Core Course presenters has computers available to them without rent. Both presenters of the ICI Identity Theft Investigation Course (10 presentations) rent computers. Given the 32 course presentations at a computer rental savings of \$1,500 per course, the total cost savings will be \$48,000.

There are no CMAS vendors that rent computers on a short-term basis. There are no other computer rental companies that will underbid RenTech's quoted agreement. POST awarded a contract to RenTech last fiscal year for an amount of \$8,500. However, since ICI course presenters were working under agreements with other computer rental companies and had already budgeted for computer rental in their courses, they did not avail themselves of RenTech's rate. If this contract is approved, the computer rental line item in all ICI contract budgets for next fiscal year will be removed and course presenters will be informed of the RenTech Contract for computer rental.

### RECOMMENDATION

Authorize the Executive Director to enter into a contract with RenTech to supply all the computers for courses within the Robert Presley Institute of Criminal Investigation (ICI) Program, at a cost of \$35,000

# COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

## COMMISSION AGENDA ITEM REPORT

<b>Agenda Item Title</b> Increase Contract for Clerical Support for the VAWA Grant		<b>Meeting Date</b> April 10, 2002
<b>Bureau</b> Training Program Services	<b>Reviewed By</b> <i>[Signature]</i> A. Bray	<b>Researched By</b> Jan Bullard
<b>Executive Director Approval</b> <i>[Signature]</i>	<b>Date of Approval</b> 3-21-02	<b>Date of Report</b> March 19, 2002
<b>Purpose</b> <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information only <input type="checkbox"/> Status Report		<b>Financial Impact:</b> <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the **ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION**. Use additional sheets if required.

### ISSUE

Should the Commission increase the contract with San Diego Regional Training Center (SDRTC) for extending clerical support for the Violence Against Women Act (VAWA) grant.

### BACKGROUND

On August 1, 1997, POST was a recipient of a (VAWA) law enforcement training grant in the amount of \$2,929,112. Over the past four years, the Commission has approved additional augmentations to the grant that have brought the total to \$7, 045,997. San Diego Regional Training Center (SDRTC) has been contracted to facilitate the grant including providing clerical support .

In July 2001 when the Commission approved the acceptance of the 00-01 monies, it included \$18,000 for a part-time clerical support person contracted through SDRTC through March 31, 2002.

### ANALYSIS

Funding for the 00-01 grant year was recently extended by OCJP through March 31, 2003 for projects, and funding for clerical until July 1, 2002. The existing contract with SDRTC should be amended to add \$12,012.40 for extending clerical time from March 31, 2002 to July 1, 2002. The clerical position will be necessary to assist POST staff to complete work agreed upon in the grant including clerical work associated with updating curriculum and the completion of an evaluation study on training effectiveness. The cost of the clerical support person will be reimbursed by VAWA funds.

### RECOMMENDATION

Authorize the Executive Director to increase the SDRTC contract for the VAWA clerical support position in an amount not to exceed \$12,012.40.

MEMORANDUM

To : POST Commissioners

Date: March 18, 2002



Bill Kolender, Chairman  
Long Range Planning Committee

From : Commission on Peace Officer Standards & Training

Subject: REPORT OF THE LONG RANGE PLANNING COMMITTEE

The Committee met on March 7, 2002, at 10:00 a.m. at the San Diego County Sheriff's Department. Present were Commissioners Kolender, Cobb, and Sampson. Commissioners Baca, Flannagan, Fox, and Lopez were absent. POST staff present included Ken O'Brien, Mike DiMiceli, Bud Lewallen, Hal Snow, and Dan Toomey. Visitors included Commander George Gascon of the Los Angeles Police Department, Lieutenant Bill Murphy of the Los Angeles Police Department, and Assistant Sheriff Lynn Pierce of the San Diego County Sheriff's Department.

The Committee received reports from staff on the following issues:

Status Report – Integrating Leadership, Ethics, and Community Oriented Policing Throughout the Regular Basic Course

The report described the progress of the project to integrate the principles and competencies of leadership, ethics, and community oriented policing throughout the Regular Basic Course curriculum and field training. The report also presented a five-year implementation plan. The implementation plan proposes modifications to the curriculum and pilot testing and evaluation within three years. The remaining two years are dedicated to the statewide implementation of the new curriculum in all academies.

Hal Snow explained that a full report on the project, including the phased implementation plan would be presented to the Commission at the April 2002 meeting. During the discussion, Commissioner Sampson expressed interest in redirecting POST staff to accomplish full implementation in three years. Staff responded that implementation would move ahead as quickly as possible, given the limitations of resources and other priorities that have been established by the Commission. In



addition, staff will report regularly to the Committee and the Commission on the progress of implementation.

Following the discussion, the consensus of the Committee was to accept the report and to direct staff to report to the Commission at the April 2002 meeting.

#### Proposed Changes to POST's Field Training Program Requirements

The report described proposed changes to the Field Training Program requirements to include a mandatory 24-hour update training course for field training officers and a mandatory training course for the supervisor/manager of the field training program. In addition, technical and curriculum changes to the Field Training Officer Course are proposed. The report recommends the Commission schedule a public hearing on the proposed changes for the July 2002 meeting.

Following the discussion, the Committee accepted the staff report.

#### Proposed Changes to POST's Personal History Statement and Manual

The report briefly summarized the background of the Personal History Statement and Background Investigation Manual and the recent work to update both. In addition, the report presented ten new questions for consideration for addition to the statement.

Following discussion, the consensus of the Committee was to direct staff to conduct further research concerning the Personal History Statement and to present the results of that work to the Committee at a future meeting.

#### Report on Proposed Changes to the POST Strategic Plan

In January 2002, the Commission directed staff to continue the process to update the Strategic Plan. This report described that work and presented a revised plan that will be submitted to the Commission. The proposal includes the deletion of 11 objectives, modification of 19 objectives, and addition of 25 objectives. Commissioner Sampson expressed concern that the addition of 25 objectives may spread staff into new areas of work and pose potential conflicts with existing priorities. In addition, Commissioner Sampson proposed a new objective for staff to develop "in-house" expertise in leadership, ethics, and community policing, including problem-oriented policing.

Following discussion, the consensus of the Committee was to accept the report and proposal and to direct staff to present the revised Strategic Plan to the Commission at the April meeting.

### Status Report on the Development of Racial Profiling Training

The report included the results of the meeting on March 1, 2002, with the Governor's Panel. Staff's work to complete the curriculum and videos in preparation for pilot presentation remains on schedule. The Governor's Panel agrees with the proposed curriculum but prefers more time be allotted than the proposed four hours presented as a minimum. In addition, at the Panel's suggestion, a celebrity narrator will address specific scenarios and content in the video program. Pilot presentations of the course are scheduled for late March and early April. Staff will present the results of those presentations to the Commission during the public hearing that is scheduled for the April meeting. In addition, a requirement that all instructors/facilitators for this course receive specific training will be proposed to the Commission in April.

Following discussion, the consensus of the Committee was to accept the report and direct staff to continue the scheduled work in preparation for the public hearing at the April Commission meeting.

### Report on the Anti-Terrorism Training Plan

The staff report summarized the work completed to identify and present anti-terrorism training. The report included an overview of the training needs assessment and a training delivery plan. The plan includes specific dates and locations for training that has been scheduled and identifies training that is in development or remains to be developed.

Following a brief discussion, the Committee accepted the report.

### Proposed Report to the Joint Legislative Budget Committee on the POST Interactive Multimedia Program

As part of the FY 2001/02 Budget Act, POST is required to report to the Legislature on the status and effectiveness of the multimedia program. Hal Snow summarized the report for the Committee. The report describes the background and history of the multimedia program and indicates that a statewide survey concerning the use of the CD-ROM program is in progress. A supplementary report to the Legislature presenting the results of this survey and other information will be submitted by December 31, 2002.

Following a brief discussion, the consensus of the Committee was to accept the report and recommend the Commission approve transmittal of the report to the Legislature.

### Discussion of Perishable Skills-Driver Training

Commander George Gascon, Los Angeles Police Department, Training Group, requested time to address the Committee to discuss the perishable skills-driver training requirement. The commander presented the Committee a report from the LAPD that included the recommendation "that POST grant law enforcement agencies an exemption from your perishable skills requirement that driver training must be conducted on driving simulators or EVOC. We further recommend that POST allow law enforcement agencies the flexibility to conduct driver training in classrooms, utilizing Problem-Based Learning (PBL) techniques to reinforce driver decision-making skills, which account for the vast **majority** of all law enforcement collisions." The commander also proposed that, as an alternative, POST suspend the perishable skills-driver training requirement and study the effectiveness of the classroom mode of training.

In support of the LAPD recommendation, Commander Gascon made a brief presentation, and the Committee viewed a video documentary program produced by The Learning Channel on the psychology of driving.

Staff recommended the Committee provide them an opportunity to study the LAPD proposal, which they had not previously seen, and to present a report and response at the next meeting of the Committee.

Following extensive discussion, the consensus of the Committee was to direct staff to respond to the LAPD proposal and related issues concerning the perishable skills-driver training requirement at the next meeting.

ADJOURNMENT 1:35 PM

# COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

*The mission of the California Commission on Peace Officer Standards and Training is to continually enhance the professionalism of California law enforcement in serving its communities.*



## FINANCE COMMITTEE MEETING

April 9, 2002 - 9:00 A.M.

Ramada Plaza Hotel  
6333 Bristol Parkway  
Culver City, CA 90230  
(310) 484-7011

## AGENDA

Gray Davis  
Governor

Bill Lockyer  
Attorney General

### COMMITTEE MEMBERS

James Fox, Chairman  
Patrick Boyd  
Bud Hawkins  
Monty Holden  
Art Lopez  
Rana Sampson  
Laurie Smith

1. CALL TO ORDER
2. FY 2002/03 Governor's Budget

There will be a report on the status of POST's proposed budget, which is currently before the Legislature.

3. Financial Report - Third Quarter for FY 2001/02

A report will be made on the status of the training reimbursement budget. The Committee will review the reimbursable training volume and expenditures to date.

4. Report on Expenditure Projections for FY 2001/02

A report will be provided at the meeting with projections for the balance of this fiscal year.

5. Review of New Expenditure Proposals on the April 10, 2002, Commission Agenda

Routinely, the Committee reviews matters on the regular agenda that have a fiscal impact and makes recommendations to the full Commission.

### Proposals

- Contract Extension for POST management Fellow - Basic Training Bureau; Integrating Leadership, Ethics and Community Policing Throughout the Basic Course *Tab F*
- Augment 2001-02 Contracts with San Jose Police Department and West Covina Police Department for Perishable Skills Training *Tab J*
- Contract Amendment for Additional Identity Theft Courses *Tab L*
- Contracts Extending POST Management Fellow for Regional Skills Centers *Tab N*
- Amendment to Existing Interagency Contract for Extension of Clerical Support Position for the Violence Against Women Act Grant *Tab P*

### 6. Review of Proposed Contracts for FY 2002/03

The Committee met on January 30, 2002, and recommended that the Commission authorize the Executive Director to negotiate a number of contracts. The Commission accepted the Finance Committee recommendation. The contracts have been negotiated and are now before the Finance Committee for review at this meeting. Among the Committee's purposes is formulation of recommendation for the Commission on these contracts for FY 2002/03. An overview of each contract is attached to this Finance Agenda.

### 7. **ADJOURNMENT**

# COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

## COMMISSION AGENDA ITEM REPORT

<b>Agenda Item Title</b> Sherman Block Supervisory Leadership Institute- Fiscal Year 2002/2003		<b>Meeting Date</b> April 10, 2002
<b>Bureau</b> Center for Leadership Development	<b>Reviewed By</b>  Steve Lewis	<b>Researched By</b> Steve Lewis
<b>Executive Director Approval</b> 	<b>Date of Approval</b>	<b>Date of Report</b> March 14 2002
<b>Purpose</b> <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		<b>Financial Impact:</b> <input checked="" type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the **ISSUE**, **BACKGROUND**, **ANALYSIS**, and **RECOMMENDATION**. Use additional sheets if required.

### ISSUE

The Sherman Block Supervisory Leadership Institute (SBSLI) contract request for Fiscal Year 2002/2003 is presented to the Commission for review and final approval. The total maximum cost is \$1,391,540.

### BACKGROUND

The SBSLI contract for Fiscal Year 2001/2002 was \$1,316,087. This contract request is for 18 classes comprised of 144, three-day sessions. Each SBSLI class meets monthly over eight months. Each class session is led by an instructional team of two facilitators and three auditors.

### ANALYSIS

The success and popularity of the SBSLI over the past 13 years has resulted in a consistently high number of applications. The eighteen classes requested will continue to provide law enforcement with a cadre of first-line supervisors who have received theoretical and practical instruction as well as hands-on experience incorporating leadership, values, and ethical decision-making into their daily professional and personal lives.

The increase of 5.7% over FY 2001/2002 reflects the addition of a 48-hour facilitator training session needed to fill expected vacancies, an increase in clerical support to reflect actual experience, and an increase in airline travel costs associated with security expenses.

### RECOMMENDATION

Authorize the Executive Director to enter into a contract with the Foundation for Criminal Justice Research and Training at California State University, Long Beach, to administer the SBSLI for a cost not to exceed \$1,391,540 for Fiscal Year 2002/2003.

**Sherman Block  
Supervisory Leadership Institute  
Budget Summary FY 2002-2003**

<u>Line Item</u>	<u>Description</u>	<u>Amount</u>
<b>SERVICES</b>		
Facilitator Wages	\$60/hr X 2 Facilitators X 24 hours X 144 Sessions	\$414,720.00
Facilitator Training Wages	\$10 per hour X 24 hours X 70 Sessions	\$16,800.00
Curricula Development/Review Wages	\$35/hr X 26 Facilitators X 40 hours	\$36,400.00
Facilitator Training Session - Training for	\$62.50/hr X 3 Facilitators X 48 hours	\$9,000.00
Coordinator	\$50 per hour X 436 hours	\$21,800.00
Clerical Support	\$22.50 X 2080 hours	\$46,800.00
	Total	\$545,520.00
<b>TRAVEL AND PER DIEM</b>		
Coordinator	Various (curricula meetings)	\$1,500.00
Facilitator/Auditor Travel	5 Facilitators/Auditors X \$190 X 144 Sessions	\$136,800.00
Facilitator/Auditor Per Diem	5 Facilitators/Auditors X \$562 X 144 Sessions	\$267,840.00
Curricula Development Workshops	26 Facilitators X 2 meetings @ 2.5 days each	\$26,000.00
Facilitator Training Workshops	26 participants X 2 workshops @ 3 days each	\$29,224.00
	Total	\$461,364.00
<b>MISCELLANEOUS</b>		
Course Facility Rental	144 Sessions X \$725/session	\$104,400.00
Curricula Development Facility	5 days @ \$400/day	\$2,000.00
Mailing and Telephone	\$10 X 450 students	\$4,500.00
	Total	\$110,900.00
<b>SUBTOTAL</b>		<b>\$1,117,784.00</b>
<b>INDIRECT COSTS @ 15%</b>		<b>\$167,667.60</b>
<b>TOTAL</b>		<b>\$1,285,451.60</b>
<b>EQUIPMENT AND SUPPLIES</b>		
Blank Video Tapes		\$1,080.00
Misc Equip - Repair and Purchase		\$12,000.00
Student Books	14 books/student X 432 students	\$69,249.60
Certificates		\$3,175.20
Notebooks		\$4,824.00
Paper Supplies		\$3,720.00
Printing	172,000 pgs @ \$.07/page	\$12,040.00
	Total	\$106,088.80
<b>GRAND TOTAL</b>		<b>\$1,391,540.40</b>

# COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

## COMMISSION AGENDA ITEM REPORT

<b>Agenda Item Title</b> Contracts for Law Enforcement Command College and Executive Training - FY 2002/2003		<b>Meeting Date</b> April 10, 2002
<b>Bureau</b> Center for Leadership Development	<b>Reviewed By</b> <i>Ken Whitham</i>	<b>Researched By</b> <i>Alicia Powers</i>
<b>Executive Director Approval</b> <i>Kenneth J. O'Brien</i>	<b>Date of Approval</b> 3-17-02	<b>Date of Report</b> March 18, 2002
<b>Purpose</b> <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		<b>Financial Impact:</b> <input checked="" type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the **ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION**. Use additional sheets if required.

### ISSUE:

The Law Enforcement Command College and Executive Training contracts in the amount of \$544,699 for FY 2002/2003 are presented to the Commission for review and approval.

### BACKGROUND:

The total cost for these programs in FY 2001/2002 was \$542,641. The increase of \$2,058 (less than .05%) over the 2001/2002 fiscal year for Command College and the Executive Workshops is primarily due to increased facility, application screening, and project review costs. Command College facility fee increases are offset by the reduction in Course Manager travel and per diem costs.

Thirty-one classes have completed the Command College program. Class 32 will graduate in June, 2002. Two classes are currently in session and one class will start in May, 2002. There are a total of 14 Command College workshops scheduled during the fiscal year. The contract will provide the necessary support to present these workshops, including site, materials, facilitators, instructors, and continuous development costs. In addition, funds will be used for class mentors, project review, on-going curriculum development, selection and orientation of new instructors, and funding for interview panels as the final phase of the selection process.

The contract also includes funds for the development and presentation of training seminars for sheriffs, chiefs of police, and senior managers.

All travel and per diem for these programs are now included in the contracts.

### ANALYSIS:

The Command College continues to receive widespread support and interest from law enforcement nationally and internationally. The program places an emphasis on leadership and the future as it relates to emerging issues that may impact the participant's agency and law enforcement in general. Contemporary leadership theories and practices for the 21<sup>st</sup> century are a key part of the program and provide necessary tools to help agency leaders prepare for the future.

Chiefs and sheriffs continually request management and executive training seminars on a variety of contemporary issues. The Area Training Seminars, Problem-Solving Seminars, Small Agency



Chiefs, Contract City Commanders, and Commands of Large Cities, will continue under this contract. The training workshops help to ensure that top managers and executives meet the Continuing Professional Training requirements.

### **RECOMMENDATION**

Authorize the executive director to enter into contracts with:

- 1) The San Diego Regional Training Center to provide support for the Command College at a cost not to exceed \$377,912 for fiscal year 2002/2003.
- 2) The Santa Rosa Criminal Justice Training Center to provide support for executive training workshops at a cost not to exceed \$166,787 for fiscal year 2002/2003.

# COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

## COMMISSION AGENDA ITEM REPORT

<b>Agenda Item Title</b> Request to Present Labor/Management Partnerships Course - FY 2002/2003		<b>Meeting Date</b> April 10, 2002
<b>Bureau</b> Center for Leadership Development	<b>Reviewed By</b>  Ken Whitman	<b>Researched By</b> Gary Sorg
<b>Executive Director Approval</b> 	<b>Date of Approval</b> 3-17-02	<b>Date of Report</b> March 18, 2002
<b>Purpose</b> <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		<b>Financial Impact:</b> <input checked="" type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the **ISSUE**, **BACKGROUND**, **ANALYSIS**, and **RECOMMENDATION**. Use additional sheets if required.

### ISSUE:

Commission review and approval of the Labor/Management Partnerships Course contract in the amount of \$84,499 for fiscal year 2002/2003.

### BACKGROUND:

The Commission approved contracting with the San Diego Regional Training Center (SDRTC) to present three presentations of the Labor/Management Partnerships Core Course and one presentation of the Labor Law Course during the 2001/2002 fiscal year. The prior contract was in the amount of \$66,810 to provide these services.

	2001/2002	2002/2003
1. Two Southern California Core Course presentations	\$27,601.00	\$27,601.00
2. One Northern California Core Course presentation	\$15,020.00	\$15,020.00
3. One Labor Law Course (two presentations in 2002/2003)	\$17,689.00	\$35,378.00
4. Labor Management Relations Partnership Forum Meeting	\$ 6,500.00	\$ 6,500.00
<b>Total</b>	<b>\$66,810.00</b>	<b>\$84,499.00</b>

### ANALYSIS:

These courses are well regarded by law enforcement executives and labor leaders as meeting their needs. It is recommended that the courses continue to be offered to executives and labor leaders. Three presentations of the core course and two presentations of the Labor Law Course are planned for 2002/2003. There will be no increase in the cost per presentation over FY 2001/2002. The addition of one Labor Law Course results in a \$17, 689 (26.4%) increase over FY 2001/2002.

### RECOMMENDATION

Authorize the executive director to enter into a contract with the SDRTC for three presentations of the Labor/Management Partnerships Core Course and two presentations of the Labor Law Course during the 2002/2003 fiscal year at a cost not to exceed \$84,499.

# COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

## COMMISSION AGENDA ITEM REPORT

Agenda Item Title Request for Contracts to Present Management Course - FY 2002/2003		Meeting Date April 10, 2002
Bureau Center for Leadership Development	Reviewed By <i>[Signature]</i> Ken Whitman	Researched By Gary Sorg <i>[Signature]</i>
Executive Director Approval <i>[Signature]</i> Kenneth J. O'Brien	Date of Approval 3-17-02	Date of Report March 14 2002
Purpose <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input checked="" type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

### ISSUE

Commission review and approval of Management Course contracts for Fiscal Year 2002/2003. The contract will provide for 28 presentations of the Management Course, annual instructor meetings, six curriculum improvement workshops, and a one-time purchase of recommended equipment at a cost not to exceed \$749,071.

### BACKGROUND

The 104-hour version of Management Course format has been in place for approximately two years. This new format was in response to input from the field, focus groups, course survey instruments, and design team recommendations. The resulting course includes expanded curriculum and additional time to expand learning exercises.

The Management Course contract cost for the 2001/2002 fiscal years was \$607,051. This amount included 24 presentations of the course and one-time equipment purchases. Staff is recommending that the total number of presentations be increased from 24 (FY 2001/2002) to 28 (FY 2002/2003). This increase is recommended because of the greater number of applicants expected this fiscal year. The increase is attributable to the rising number of promotions caused by enhanced retirement programs.

### ANALYSIS

Course costs are consistent with POST guidelines. Approximately 616 law enforcement middle managers are expected to attend the 28 presentations during fiscal year 2002/2003. Each contractor is satisfactorily presenting required learning goals. The fiscal year 2002/2003 contract costs for presentations will not exceed a total of \$749,071. This represents an increase of \$142,020 (23.3%) over fiscal year 2001/2002. The increase is a direct result of additional course

costs associated with increasing the number of annual presentations, increasing class size from 24 to 28 students, and slight adjustments in course budget items. The following costs have been agreed to by the presenters:


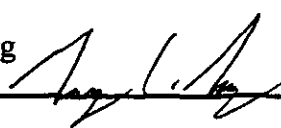
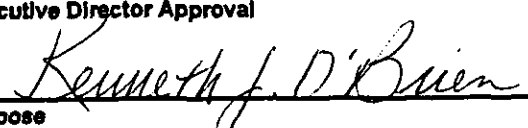
<u>Contractor</u>	<u>Number of Presentations</u>	<u>Contract Amount</u>
California State University/Long Beach Foundation	7	\$168,716.00
Humboldt State University	5	\$145,875.00
San Diego Regional Training Center	9	\$219,838.00
San Jose State University Foundation	7	\$214,642.00
TOTAL	28	\$749,071.00

#### **RECOMMENDATION**

Authorize the Executive Director to enter into contract agreements to provide 28 presentations of the Management Course during fiscal year 2002/2003 at a cost not to exceed \$749,071.00

# COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

## COMMISSION AGENDA ITEM REPORT

<b>Agenda Item Title</b> Request for Contract to Present Executive Development Course 2002/2003		<b>Meeting Date</b> April 10, 2002
<b>Bureau</b> Center for Leadership Development	<b>Reviewed By</b>  Ken Whitman	<b>Researched By</b> Gary Sorg 
<b>Executive Director Approval</b> 	<b>Date of Approval</b> 3-17-02	<b>Date of Report</b> March 14 2002
<b>Purpose</b> <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		<b>Financial Impact:</b> <input checked="" type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No
In the space provided below, briefly describe the <b>ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION.</b> Use additional sheets if required.		

### ISSUE

Commission review and approval of Executive Development Course contract in the amount of \$160,545.00 for fiscal year 2002/2003.

### BACKGROUND

The total cost for this program in fiscal year 2001/2002 will be \$159,911.00. This annual contract funds six presentations of the 80-hour Executive Development Course. This course is presented to sheriffs, chiefs of police, and senior managers. This course is mandatory for law enforcement chief executives to receive the POST Executive Certificate.

### ANALYSIS

Fiscal year 2001/2002 was POST's first year contracting with the Santa Rosa Regional Training Center/Santa Rosa Community College to support the presentation of the POST Executive Development Course. They have done an excellent job in providing this service, and staff has found them to operate in a responsible and efficient manner. There will be a \$634.00 increase in cost over last year's contract due to a small adjustment in two instructors' salaries; each instructor teaches an eight-hour block six times per year.

### RECOMMENDATION

Authorize the Executive Director to enter into a contract with the Santa Rosa Regional Training Center/Santa Rosa Community College to present the Executive Development Course during the 2002/2003 fiscal year at a cost not to exceed \$160,545.00.

# COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

## COMMISSION AGENDA ITEM REPORT

<b>Agenda Item Title</b> Request for Contract for FY 2002-03 <i>Case Law Today</i> Programs		<b>Meeting Date</b> April 10, 2002
<b>Bureau</b> Training Program Services	<b>Reviewed By</b> <i>[Signature]</i> Ray A. Bray	<b>Researched By</b> Ron Crook
<b>Executive Director Approval</b> <i>[Signature]</i>	<b>Date of Approval</b> 3-17-02	<b>Date of Report</b> March 8, 2002
<b>Purpose</b> <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		<b>Financial Impact:</b> <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the **ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION**. Use additional sheets if required.

### ISSUE

Should the Commission authorize the Executive Director to sign an interagency agreement with Alameda County District Attorney's Office, Golden West College and/or other public entity for the production of 36 *Case Law Updates* training programs by each agency during Fiscal Year 2002-03 for an amount not to exceed \$132,000?

### BACKGROUND

During Fiscal Year 2001-02, the Commission approved \$132,000 for contracts with Alameda County District Attorney's Office (\$66,000) and Golden West College (\$66,000) for the production of thirty-six (36) or more *Case Law Today* programs by each agency. For twelve years the case law segments have served as a low-cost, valuable training resource and they continue to be well-received by the field. This unique collection of monthly case law segments is timely, relevant, and is the only video resource of its kind available to California law enforcement.

### ANALYSIS

POST presents the latest information on recent court decisions every month to more than 550 downlink sites in California via its California POST Television Network (CPTN) satellite service. The material is presented by leading experts in case law, including a California Appellate Court judge, a California Superior Court judge, and an Assistant District Attorney from Alameda County. These programs have become an effective roll-call training tool, with cases carefully selected for timeliness and relevance to the needs of the law enforcement community.

### RECOMMENDATIONS

Authorize the Executive Director to sign an interagency agreement with Alameda County District Attorney's Office, Golden West College and/or other public entity for the production of 36 *Case Law Updates* training programs by each agency during Fiscal Year 2002-03 for an amount not to exceed \$132,000.

# COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

## COMMISSION AGENDA ITEM REPORT

Agenda Item Title Request for Contract for FY 2001-02 Telecourse Programs		Meeting Date April 11, 2002
Bureau Training Program Services	Reviewed By <i>[Signature]</i> Ray A. Bray	Researched By Jody Buna
Executive Director Approval <i>[Signature]</i> Kenneth J. O'Brien	Date of Approval 3-17-02	Date of Report March 5, 2002
Purpose <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input checked="" type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the **ISSUE**, **BACKGROUND**, **ANALYSIS**, and **RECOMMENDATION**. Use additional sheets if required.

### ISSUE

Should the Commission authorize the Executive Director to sign an interagency agreement with San Diego State University Public Broadcasting Station (KPBS), for the development of the distance learning telecourse training programs, specialized videos and related video services for Fiscal Year 2002-03 for an amount not to exceed \$1,680,847?

### BACKGROUND

San Diego State University Public Broadcasting (KPBS) is in a position to develop distance learning contractual relationships with POST. During the fiscal year 2001-02, POST and KPBS produced 14 telecourses and three specialized videos. The law enforcement community has enthusiastically accepted the medium, as evidenced by positive evaluations and a recent survey that indicated 75% of the sites use POST telecourse programs. Moreover, 552 law enforcement agencies currently possess satellite receivers provided by the Commission.

### ANALYSIS

The interagency agreement with KPBS will incorporate conditions to complete several projects during the fiscal year including:

- During the 2002-03 Fiscal Year, POST plans to develop 12 telecourses. The average cost to produce each telecourse is \$84,613. This figure remains the same from last year.  
**TOTAL COST OF 12 TELECOURSES** **\$1,015,356**
- POST will broadcast monthly Video Review and Case Law Today programs. The average cost of each program is \$7,119. This figure remains the same from last year.  
**TOTAL COST OF 12 TELECOURSES** **\$85,428**

3. Staff anticipates the need to produce three specialized videos at an average cost of \$52,478 each. Each year, POST assumes responsibility for the production of videos that are not named at the beginning of the fiscal year. These videos are typically designed to meet a specific training need and are expensive to produce. Design and front-end production costs are equivalent to the production of a telecourse. The shorter length generally reduces the overall cost of the video from the cost of a telecourse. Last year's budget figure was \$157,437.

**TOTAL COST OF SPECIALIZED VIDEOS**

**\$157,437**

4. VHS video duplication and fulfillment (handling, shipping, internet-based ordering) of *CPTN Video Review* and *Case Law Today* programs have been delegated to KPBS, which maintains the master POST video library and provides professional fulfillment services for all POST video programs. Last year's budget figure was \$65,000.

**TOTAL COST OF MAILING AND DISTRIBUTION**

**\$65,000**

5. POST has developed a total of five telecourses for public safety dispatchers. The programs have been enthusiastically received by dispatchers, supervisors and training managers. The dispatch programs deal with contemporary dispatcher issues and are designed to meet the Commission's continuing professional training requirement. It is anticipated that two more programs can be developed during the fiscal year at a cost of \$84,613 per program. Last year's budget figure was \$169,226.

**TOTAL COST OF PUBLIC SAFETY DISPATCHER TELECOURSES**

**\$169,226**

6. Satellite signal encryption (scrambling) of all thirty-six (36) satellite broadcasts at an average cost of \$1,039 per broadcast. The figure is the same as last year.

**TOTAL COST OF SATELLITE ENCRYPTION SERVICES**

**\$37,400**

7. Assembly, publication, distribution, and electronic (internet-based) production of the POST Video Catalog. This figure remains the same as last year.

**TOTAL COST OF VIDEO CATALOG PRODUCTION**

**\$15,000**

8. Telecourse guides accompany telecourse productions and cost approximately \$9,333 to duplicate and mail to each telecourse downlink site. This figure remains the same as last year.

**DUPLICATION AND DISTRIBUTION OF PRINT DOCUMENTS**

**\$100,000**

9. The Basic Training Bureau has requested that KPBS create "overview tapes" from the telecourses. The cost to create each overview tape is \$3,000.

**TOTAL COST OF OVERVIEW TAPES**

**\$36,000**

**TOTAL COST OF SERVICES**

**\$1,680,847**



San Diego State University KPBS Public Broadcasting has provided POST with excellent production capability. Their management, script writers, producers, directors, and camera operators consistently meet POST's demand for high quality law enforcement programming. The current fiscal year's contract costs with KPBS totaled \$1,680,847. This proposed contract also totals \$1,680,847.

### **RECOMMENDATION**

Authorize the Executive Director to sign an interagency agreement with San Diego State University for the development of distance learning telecourse training programs, specialized videos and related training services for Fiscal Year 2002-03 for an amount not to exceed \$1,680,847.

# COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

## COMMISSION AGENDA ITEM REPORT

Agenda Item Title <b>MIDP Contract Renewal for FY 2002/2003</b>		Meeting Date <b>April 10, 2002</b>
Bureau <b>Training Program Services</b>	Reviewed By <i>[Signature]</i> <b>Ray Bray</b>	Researched By <b>Mike Hooper</b>
Executive Director Approval <i>[Signature]</i> <b>Kenneth J. O'Brien</b>	Date of Approval <b>3-17-02</b>	Date of Report <b>March 8, 2002</b>
Purpose <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the **ISSUE**, **BACKGROUND**, **ANALYSIS**, and **RECOMMENDATION**. Use additional sheets if required.

### ISSUE

Should the Commission authorize the Executive Director to contract with the San Diego Regional Training Center (SDRTC) for an amount not to exceed \$297,530 for coordination and presentation of the Master Instructor Development Program (MIDP) for Fiscal Year 2002-2003?

### BACKGROUND

The MIDP is a key element in improving the quality of instruction for law enforcement. Since its inception in 1991, 13 classes have graduated, yielding a cadre of 140 master instructors. During May through September 2000, the program underwent a major program evaluation by external subject matter experts. The evaluation was prompted primarily by concerns that the program was not operating efficiently, i.e., shortfalls in enrollments and the subsequent low return on investment. The evaluation yielded short- and long-term actions for maintaining the vitality of the program. These recommendations have been implemented and have resulted in both improved program efficiency and effectiveness. During 2001 the minimum class size was set at 18 students; on October 1, 2001, MIDP Class 14 commenced with an enrollment of 20 students. The next month a decision was made, based on budgetary constraints, to postpone the start date of the next scheduled class, Class 15, from March to October 2002.

### ANALYSIS

From all indications the MIDP, as currently constituted, is a robust program. The applicant pool is impressive (already 14 qualified candidates queued for the session scheduled to begin October 2002). This bodes well for both the quantity and quality of students to be enrolled in the two classes covered in this contract period. While the new contract amount exceeds the previous year's, this is attributable principally to the inclusion of the biennial MIDP Update Conference, which was not in the previous year's contract. This multi-day conference is vital for program graduates' continuing professional development and sharing of practices and ideas. Conference funding includes expenses for computer/internet labs, prominent outside speakers, and space for plenary sessions and workshops.

### RECOMMENDATION

Authorize the Executive Director to enter into a contract with the SDRTC in an amount not to exceed \$297,530 for the MIDP for Fiscal Year 2002-2003.

**ATTACHMENT A****DESCRIPTION OF SERVICES AND BUDGET**

Contractor will provide Master Instructor Development Program (MIDP) workshops, facilitator services, program coordination, facilities, materials, equipment, academic consulting during and between workshops, project review, student and class progress reports, program assignment review, marketing, mentoring, and continuous program development and design. There are seven (7) MIDP Workshops, one (1) graduation, and one (1) MIDP Update Conference scheduled between July 1, 2002 and June 30, 2003. The proposed program schedule and projected costs for 2002-2003 are:

<u>Class</u>	<u>Event</u>	<u>Date</u>	<u>#Days</u>	<u>Cost</u>
14	Project Validation	Aug 02	5	\$ 23,669
15	Core Course	Oct 02	10	47,169
14	Graduation	Oct 02	1	5,511
15	Contracts Workshop	Nov 02	4	19,564
15	Progress Workshop	Jan 03	4	19,664
16	Core Course	Apr 02	10	47,169
15	Dimensions Validation	Apr 03	5	24,539
16	Contracts Workshop	Jun 03	4	19,564
-	Mentoring Program			17,376
-	Marketing			11,719
-	MIDP Update Conference	May 03	4	45,756
<b>Total Deliverables</b>				<b>\$ 281,700</b>

**One-Time Expenses (detailed per following)**Equipment

Wireless Networking Cards (14 x \$125 ea.) 1,750

Ongoing Program Evaluation/Redesign

Staff Meetings (2 days x 2 times x 7 people x \$400) 11,200

Room Rental (4 days @ \$300 ea. Day) 1,200

**Total One-Time Expenses \$ 14,150**

**Indirect Costs Applied to Indirect Expenses (15 %) 1,680**  
(Calculation excludes room rental, books, and office/instructional supplies)

**TOTAL \$ 297,530**

## COMMISSION AGENDA ITEM REPORT

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

**Should the Commission approve an Interagency Agreement between POST and the Office of State Publishing (OSP) in the amount not to exceed \$105,200 to cover the cost of providing Basic Course instructional materials and support services for Fiscal Year 2002/2003?**

POST has contracted with the Office of State Publishing since 1998. The OSP has provided materials and services to law enforcement academies, including: 1) printing, packaging and distribution of basic training instructor materials; 2) video duplication, packaging, and distribution; 3) development of a pilot delivery process to deliver instructional materials using CD-ROM technology; and 4) development of a pilot Digital Archive system to store and track instructional curriculum for student workbook and instructor materials. The contract with OSP for Fiscal Year (FY) 2001/2002 was \$174,400.

The 41 regular basic course and the four specialized investigator basic course learning domain workbooks now require maintenance and updating to retain their value to the field.

The Commissions goals and direction continue to provide focus and expansion of the Basic Course. There is a continuing need for the services provided by OSP to POST and POST's clients. Requested services include:

- The Basic Course is presented in regular, extended and modular formats. To support the Basic Course presenters an estimated 700 instructor packages will be required this fiscal year for an amount of \$22,400.
- It is anticipated that 20 learning domains will be updated this fiscal year. An estimated 600 student workbooks are required to support the subject matter experts during the workbook update process and an additional 1,000 updated student workbooks will be distributed to presenters for an amount of \$8,000.
- The complete revision of the student workbook instructor guide is still in progress. Upon completion of the revision 4,100 will be distributed to the academies and modular presenters for an amount of \$32,800.

A web site to support the student workbook instructional system has been developed as part of the Digital Document Management (DMS) program. Work continues on the DMS to create and maintain a digital archiving system. Funds are needed annually to maintain the web site and the DMS for an amount of \$42,000 .

The total cost of instructor packages, student workbooks, instructor guides, and the digital document management program is \$105,200.

**RECOMMENDATION**

Authorize the Executive Director to enter into an Interagency Agreement with the Office of State Publishing to provide the described services for an amount not to exceed \$105,200 for fiscal year 2002/2003.

# COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

## COMMISSION AGENDA ITEM REPORT

<b>Agenda Item Title</b> Robert Presley ICI Contract Request—San Diego Regional Training Center		<b>Meeting Date</b> April 10, 2002
<b>Bureau</b> Training Program Services	<b>Reviewed By</b> <i>[Signature]</i> Ray A. Bray	<b>Researched By</b> Neil W. Zachary
<b>Executive Director Approval</b> <i>[Signature]</i> Senneth J. O'Brien	<b>Date of Approval</b> 3-18-02	<b>Date of Report</b> March 8, 2002
<b>Purpose</b> <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		<b>Financial Impact:</b> <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provide below, briefly describe the **ISSUE**, **BACKGROUND**, **ANALYSIS**, and **RECOMMENDATION**. Use additional sheets if required.

### ISSUE

Should the Commission authorize the Executive Director to enter into contract with the San Diego Regional Training Center (SDRTC) to present the below listed courses within the Robert Presley Institute of Criminal Investigation (ICI) at a combined cost of \$476,770.

Core Course—5 presentations at \$43,484 each	\$217,270
Identity Theft Investigation—5 presentations at \$19,500 each	\$ 97,500
ICI Instructors' Workshop—3 presentations at \$30,000 each	\$ 90,000
ICI Instructor Curricula Review Meetings—6 meetings at \$12,000 each	\$ 72,000
<b>TOTAL</b>	<b>\$476,770</b>

### BACKGROUND

This is a renewal of a contract that was in effect for fiscal year 2001/2002. Demand for all ICI courses has remained steady requiring 5 sessions each of the Core Course and the Identity Theft Investigation Course. The ICI Instructors' Workshop supplies all ICI course presenters with qualified instructors for the program. The Instructor Curricula Review Meetings are necessary to accomplish the curricula review process, update information, and ensure uniformity of instruction.

### ANALYSIS

The SDRTC is one of six presenters of the ICI Core Course and is presented using adult experienced-based learning concepts that have proven to be an excellent method of instruction for follow-up investigators. The students are challenged to learn by performing in realistic role-play exercises and practical simulations. The Core Course is a recommended prerequisite to all other courses in the ICI program and is, therefore, the foundation upon which all other courses are built. The cost for the Core Course last year was \$50,728 per presentation. The reduction of \$7,244 (-14.3%) is due to a decrease in the salaries of instructors and the coordinator and equipment costs.

## COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

The ICI Identity Theft Investigation course was piloted and implemented last fiscal year. The cost per presentation last year was \$22,527, and SDRTC was authorized two presentations. This year the cost was reduced to \$19,500. The decrease of \$3,027 per presentation (-13.4%) is due to salary and equipment cost reductions. The SDRTC only conducted two presentations last year and they had an extensive waiting list for the course. The demand for the course prompted the Commission to authorize two additional offerings per presenter at the end of the fiscal year. The five presentations scheduled for this fiscal year should accommodate the need.

The ICI Instructors' Workshop supplies all ICI course presenters with qualified instructors for the program. Presenters identify instructors they wish to hire and the prospective instructor attends the workshop to become familiar with experience-based learning techniques and the goals of the over-all program. The workshop is delivered in two 3-day modules and one field review of the student actually teaching. In the first module, prospective instructors are given information on instructional systems design concepts and adult learning techniques. The student instructors return to the second module and demonstrate what they learned in the first module. Finally, a master instructor, a graduate from the Master Instructor Development Program, monitors the student instructor in the classroom during an actual teaching assignment and offers suggestions for improvement. The cost of this program includes the in-field evaluation of the student instructors. Last year the cost was estimated at \$45,655 per class. The elimination of administrative costs reduced the per class cost to \$30,000 (-34.3%).

The Instructor Curricula Review Meetings are necessary to accomplish the curricula review process, update information, and ensure uniformity of instruction. The Core Course and most of the Foundation Specialty Courses have been in existence for 8-10 years and are in need of curricula review. The six meetings will bring together various instructors who teach a variety of subjects, prior students, and experts in the field to review the curricula and make changes when necessary. Each meeting may have two or three modules depending on the scope and necessity of the curricula change. The cost of these meetings will average \$12,000 per meeting for a total of \$72,000 for the six meetings.

### RECOMMENDATION

Authorize the Executive Director to enter into a contract with the San Diego Regional Training Center to present the below listed courses within the Robert Presley Institute of Criminal Investigation (ICI) at a combined cost of \$476,770.

Core Course—5 presentations at \$43,484 each	\$217,270
Identity Theft Investigation—5 presentations at \$19,500 each	\$ 97,500
ICI Instructors' Workshop—3 presentations at \$30,000 each	\$ 90,000
ICI Instructor Curricula Review Meetings—6 meetings at \$12,000 each	<u>\$ 72,000</u>
TOTAL	\$476,770

# COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

## COMMISSION AGENDA ITEM REPORT

<b>Agenda Item Title</b> Robert Presley ICI Contract Request—California State University at San Jose		<b>Meeting Date</b> April 10, 2002
<b>Bureau</b> Training Program Services	<b>Reviewed By</b> <i>[Signature]</i> Ray A. Bray	<b>Researched By</b> Neil W. Zachary
<b>Executive Director Approval</b> <i>[Signature]</i> Kenneth J. J. Brown	<b>Date of Approval</b> 3-18-02	<b>Date of Report</b> March 8, 2002
<b>Purpose</b> <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		<b>Financial Impact:</b> <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provide below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

### ISSUE

Should the Commission authorize the Executive Director to enter into contract with the California State University-San Jose (CSU-SJ) to present the below listed courses within the Robert Presley Institute of Criminal Investigation (ICI) at a combined cost of \$519,265.

Core Course—4 presentations at \$44,429 each	\$177,716
Identity Theft Investigation Course—5 presentations at \$19,500 each	\$ 97,500
Homicide Investigation Course—5 presentations at \$31,657 each	\$158,285
Sexual Assault Investigation Course—3 presentations at \$15,181 each	\$ 45,543
Child Abuse Investigation Course—3 presentations at \$13,407 each	\$ 40,221
<b>TOTAL</b>	<b>\$519,265</b>

### BACKGROUND

This is a renewal of a contract that was in effect for fiscal year 2001/2002. The demand for the ICI Core Course has remained steady requiring four sessions again this fiscal year. The demand for the Foundation Specialty Courses, however, has increased requiring additional presentations of each course. Last year, CSU-SJ offered only three presentations of the Homicide Investigation Course and two presentations of the other three Foundations Specialty Courses, Identity Theft Investigation, Sexual Assault Investigation, and Child Abuse Investigation.

### ANALYSIS

The CSU-SJ is one of six presenters of the ICI Core Course and is presented using adult experienced-based learning concepts that have proven to be an excellent method of instruction for follow-up investigators. The students are challenged to learn by performing in realistic role-play exercises and practical simulations. The Core Course is a recommended prerequisite to all other courses in the ICI program and is, therefore, the foundation upon which all other courses are built. The cost for the Core Course last year was \$34,332 per presentation. The increase of \$10,097 (+29.4%) is due to an increase in the number of hours of pay for the course coordinator and the coordinators travel and per diem costs.



## COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

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The ICI Identity Theft Investigation course was piloted and implemented last fiscal year. The cost per presentation last year was \$22,527, and CSU-SJ was authorized two presentations. This year the cost was reduced to \$19,500. The decrease of \$3,027 per presentation (-13.4%) is due to salary and equipment cost reductions. The CSU-SJ only conducted two presentations last year and they had an extensive waiting list for the course. The demand for the course prompted the Commission to authorize two additional offerings per presenter at the end of the fiscal year. The five presentations scheduled for this fiscal year should accommodate the need.

The cost for the 76-hour Homicide Course last fiscal year was \$28,400 per presentation. The per presentation increase this year of \$3,257 (+11.5%) is due to increases in clerical salaries, hotel facility costs and supplies. The demand for this course requires that the number of presentations be increased from three to five.

The cost for the 40-hour Foundation Specialty Courses of Sexual Assault and Child Abuse Investigation has remained the same as last fiscal year. The demand for these two courses requires that the number of presentations be increased from two to three.

### RECOMMENDATION

Authorize the Executive Director to enter into a contract with CSU-SJ to present the below listed courses within the Robert Presley Institute of Criminal Investigation (ICI) at a combined cost of \$519,265.

Core Course—4 presentations at \$44,429 each	\$177,716
Identity Theft Investigation Course—5 presentations at \$19,500 each	\$ 97,500
Homicide Investigation Course—5 presentations at \$31,657 each	\$158,285
Sexual Assault Investigation Course—3 presentations at \$15,181 each	\$ 45,543
Child Abuse Investigation Course—3 presentations at \$13,407 each	<u>\$ 40,221</u>
<b>TOTAL</b>	<b>\$519,265</b>

# COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT		
<b>Agenda Item Title</b>	Robert Presley ICI Contract Request—California State University at Sacramento	<b>Meeting Date</b> April 10, 2002
<b>Bureau</b> Training Program Services	<b>Reviewed By</b> <i>[Signature]</i> A. Bray	<b>Researched By</b> Neil W. Zachary
<b>Executive Director Approval</b> <i>[Signature]</i> J. O'Brien	<b>Date of Approval</b> 3-18-02	<b>Date of Report</b> March 8, 2002
<b>Purpose</b> <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		<b>Financial Impact:</b> <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provide below, briefly describe the **ISSUE**, **BACKGROUND**, **ANALYSIS**, and **RECOMMENDATION**. Use additional sheets if required.

## ISSUE

Should the Commission authorize the Executive Director to enter into contract with the California State University-Sacramento (CSUS) to present the below listed courses within the Robert Presley Institute of Criminal Investigation (ICI) at a combined cost of \$420,241.

Core Course—5 presentations at \$38,371 each, plus a one-time equipment cost of \$8,400	\$200,255
Homicide Investigation Course—5 presentations at \$27,115 each	\$135,575
Sexual Assault Investigation Course—3 presentations at \$15,109 each	\$ 45,327
Child Abuse Investigation Course—3 presentations at \$13,028 each	\$ 39,084
<b>TOTAL</b>	<b>\$420,241</b>

## BACKGROUND

This is a renewal of a contract that was in effect for fiscal year 2001/2002. The demand for the ICI Core Course has remained steady requiring four sessions again this fiscal year. The demand for the Foundation Specialty Courses, however, has increased requiring additional presentations of each course. Last year, CSUS offered only four presentations of the Homicide Investigation Course and two presentations of the other Foundations Specialty Courses, Sexual Assault Investigation, and Child Abuse Investigation.

## ANALYSIS

The CSUS is one of six presenters of the ICI Core Course and is presented using adult experienced-based learning concepts that have proven to be an excellent method of instruction for follow-up investigators. The students are challenged to learn by performing in realistic role-play exercises and practical simulations. The Core Course is a recommended prerequisite to all other courses in the ICI program and is, therefore, the foundation upon which all other courses are built. The cost for the Core Course last year was \$37,108 per presentation. The increase of \$1,263 (+3.4%) is due to an increase in clerical salary and instructor travel costs.

## COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

CSUS took over the presentation of ICI courses from the Sacramento Regional Public Safety Training Center at the beginning of last fiscal year and simply adopted their budget costs. The Training Center allowed CSUS to use their equipment to present these courses. This year CSUS has requested to purchase its own equipment and has submitted a one-time equipment cost item of \$8,400.

The cost for the 76-hour Homicide Course last fiscal year was \$26,456 per presentation. The per presentation increase this year of \$659 (+2.5%) is due to increases in the cost of supplies. The demand for this course requires that the number of presentations be increased from four to five.

The cost for the 40-hour Foundation Specialty Courses of Sexual Assault and Child Abuse Investigation changed slightly over last fiscal year. Sexual Assault decreased its cost by \$1,194, while Child Abuse increased its cost by \$248. However, the demand for these two courses requires that the number of presentations be increased from two to three.

### RECOMMENDATION

Authorize the Executive Director to enter into a contract with the CSUS to present the below listed courses within the Robert Presley Institute of Criminal Investigation (ICI) at a combined cost of \$420,241.

Core Course—5 presentations at \$38,371 each, plus a one-time equipment cost of \$8,400	\$200,255
Homicide Investigation Course—5 presentations at \$27,115 each	\$135,575
Sexual Assault Investigation Course—3 presentations at \$15,109 each	\$ 45,327
Child Abuse Investigation Course—3 presentations at \$13,028 each	<u>\$ 39,084</u>
TOTAL	\$420,241

# COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

## COMMISSION AGENDA ITEM REPORT

<b>Agenda Item Title</b>	Robert Presley ICI Contract Request –Los Angeles County Sheriff's Department	<b>Meeting Date</b> April 10, 2002
<b>Bureau</b> Training Program Services	<b>Reviewed By</b> Ray A. Bray	<b>Researched By</b> Neil W. Zachary
<b>Executive Director Approval</b> <i>Kenneth J. K'Brien</i>	<b>Date of Approval</b> 3-18-02	<b>Date of Report</b> March 8, 2002
<b>Purpose</b> <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		<b>Financial Impact:</b> <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provide below, briefly describe the **ISSUE**, **BACKGROUND**, **ANALYSIS**, and **RECOMMENDATION**. Use additional sheets if required.

### ISSUE

Should the Commission authorize the Executive Director to enter into contract with the Los Angeles County Sheriff's Department (LASD) to present four presentations of the Robert Presley Institute of Criminal Investigation (ICI) Homicide/Death Investigation Course at a cost of \$20,000 per presentation and for a combined cost of \$80,000?

### BACKGROUND

This is a renewal of a contract that was in effect for fiscal year 2001/2002. Demand for the ICI Homicide/Death Investigation Course has remained steady in the Los Angeles County area and the LASD has requested a renewal of the contract to present the course.

### ANALYSIS

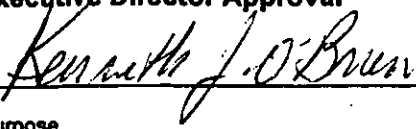
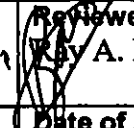
The LASD is one of three presenters of the ICI Homicide/Death Investigation Course and is presented using adult experienced-based learning concepts that have proven to be an excellent method of instruction for follow-up investigators. The students are challenged to learn by performing in realistic role-play exercises and practical simulations. The cost for the Homicide/Death Investigation Course last year was \$19,621 per presentation. There has been an increase of \$379 (+1.9%) of the cost for this fiscal year.

### RECOMMENDATION

Authorize the Executive Director to enter into a contract with the LASD to present four presentations of the Robert Presley Institute of Criminal Investigation (ICI) Homicide/Death Investigation Course at a combined cost of \$80,000.

# COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

## COMMISSION AGENDA ITEM REPORT

Agenda Item Title		Robert Presley ICI Contract Request - Los Angeles Police Department	Meeting Date	April 10, 2002
Bureau		Training Program Services	Reviewed By	Neil W. Zachary
Executive Director Approval		Date of Approval	Date of Report	
		 3-18-02	March 8, 2002	
Purpose			Financial Impact:	
<input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report			<input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No	

In the space provide below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

### ISSUE

Should the Commission authorize the Executive Director to enter into contract with the Los Angeles Police Department (LAPD) to present four presentations of the Robert Presley Institute of Criminal Investigation (ICI) Core Course at a cost of \$26,964 per presentation and for a combined cost of \$107,856?

### BACKGROUND

This is a renewal of a contract that was in effect for fiscal year 2001/2002. Demand for the ICI Core Course has remained steady in the Los Angeles County area and the LAPD has requested a renewal of the contract to present the course.

### ANALYSIS

The LAPD is one of six presenters of the ICI Core Course and is presented using adult experienced-based learning concepts that have proven to be an excellent method of instruction for follow-up investigators. The students are challenged to learn by performing in realistic role-play exercises and practical simulations. The Core Course is a recommended prerequisite to all other courses in the ICI program and is, therefore, the foundation upon which all other courses are built. The cost for the Core Course last year was \$26,141 per presentation. There has been an increase of \$823 (+3.2%) of the cost for this fiscal year.

### RECOMMENDATION

Authorize the Executive Director to enter into a contract with the LAPD to present four presentations of the Robert Presley Institute of Criminal Investigation (ICI) Core Course at a combined cost of \$107,856.

# COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

## COMMISSION AGENDA ITEM REPORT

Agenda Item Title Robert Presley ICI Contract Request—San Francisco Police Department		Meeting Date April 10, 2002
Bureau Training Program Services	Reviewed By Ray A. Bray	Researched By Neil W. Zachary
Executive Director Approval <i>Kenneth J. Brer</i>	Date of Approval 3-18-02	Date of Report March 8, 2002
Purpose <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provide below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

### ISSUE

Should the Commission authorize the Executive Director to enter into contract with the San Francisco Police Department (SFPD) to present four presentations of the Robert Presley Institute of Criminal Investigation (ICI) Core Course at a cost of \$22,500 per presentation and for a one-time equipment cost of \$10,000, for a combined cost of \$100,000?

### BACKGROUND

This is a renewal of a contract that was in effect for fiscal year 2001/2002. Demand for the ICI Core Course has remained steady in the San Francisco Bay area and the SFPD has requested a renewal of the contract to present the course.

### ANALYSIS

The SFPD is one of six presenters of the ICI Core Course and is presented using adult experienced-based learning concepts that have proven to be an excellent method of instruction for follow-up investigators. The students are challenged to learn by performing in realistic role-play exercises and practical simulations. The Core Course is a recommended prerequisite to all other courses in the ICI program and is, therefore, the foundation upon which all other courses are built. The cost for the Core Course last year was \$21,386 per presentation. There has been an increase of \$1,114 (+5.2%) of the cost for this fiscal year.

The SFPD has been a presenter of the ICI Core Course for five years and the equipment used in the course that was purchased at the beginning of the first contract is in need of repair or replacement. The one-time cost of \$10,000 will cover these equipment repair and purchase requirements.

### RECOMMENDATION

Authorize the Executive Director to enter into a contract with the SFPD to present four presentations of the Robert Presley Institute of Criminal Investigation (ICI) Core Course and a one-time equipment cost for a combined cost of \$100,000.

# COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

## COMMISSION AGENDA ITEM REPORT

<b>Agenda Item Title</b> Robert Presley ICI Contract Request—State Center Regional Training Facility (Fresno City College)		<b>Meeting Date</b> April 10, 2002
<b>Bureau</b> Training Program Services	<b>Reviewed By</b> <i>[Signature]</i> Ray A. Bray	<b>Researched By</b> Neil W. Zachary <i>[Signature]</i>
<b>Executive Director Approval</b>	<b>Date of Approval</b>	<b>Date of Report</b> March 20, 2002

<b>Purpose</b> <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report	<b>Financial Impact:</b> <input type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No
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In the space provide below, briefly describe the **ISSUE**, **BACKGROUND**, **ANALYSIS**, and **RECOMMENDATION**. Use additional sheets if required.

### ISSUE

Should the Commission authorize the Executive Director to enter into contract with the State Center Regional Training Facility (Fresno City College) to present two presentations of the Robert Presley Institute of Criminal Investigation (ICI) Core Course at a cost of \$30,375 per presentation and for a combined cost of \$60,750?

### BACKGROUND

This is a renewal of a contract that was in effect for fiscal year 2001/2002. Demand for the ICI Core Course has remained steady in the Central Valley area and the State Center Regional Training Facility has requested a renewal of the contract to present the course.

### ANALYSIS

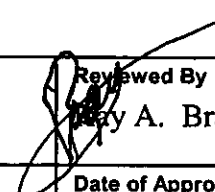
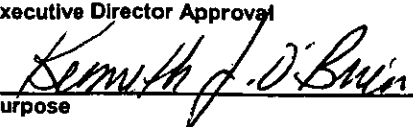
The State Center Regional Training Facility is one of six presenters of the ICI Core Course and is presented using adult experienced-based learning concepts that have proven to be an excellent method of instruction for follow-up investigators. The students are challenged to learn by performing in realistic role-play exercises and practical simulations. The Core Course is a recommended prerequisite to all other courses in the ICI program and is, therefore, the foundation upon which all other courses are built. The cost for the Core Course last year was \$29,181 per presentation. This year's contract has been increased by \$1,194 (4.0%). The increase is due to adding travel and per diem costs to the contract for out-of-town instructors who were paid under a Letter of Agreement last year.

### RECOMMENDATION

Authorize the Executive Director to enter into a contract with the State Center Regional Training Facility to present two presentations of the Robert Presley Institute of Criminal Investigation (ICI) Core Course at a combined cost of \$60,750.

# COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

## COMMISSION AGENDA ITEM REPORT

<b>Agenda Item Title</b> Simon Wiesenthal Center, dba Museum of Tolerance for the presentation of Tools for Tolerance for Law Enforcement training courses for the fiscal year 2002-2003		<b>Meeting Date</b> April 10, 2002
<b>Bureau</b> Training Program Services	<b>Reviewed By</b>  Ray A. Bray	<b>Researched By</b> Jan Bullard
<b>Executive Director Approval</b> 	<b>Date of Approval</b> 3-17-02	<b>Date of Report</b> March 8, 2002
<b>Purpose</b> <input type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		<b>Financial Impact:</b> <input type="checkbox"/> Yes (See Analysis for detail) <input type="checkbox"/> No

In the space provided below, briefly describe the **ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION**. Use additional sheets if required.

### ISSUE

Should the Commission authorize the Executive Director to enter into a contract with the Museum of Tolerance for the delivery of Tools for Tolerance for Law Enforcement for the Fiscal Year 2002-2003 contingent upon Legislative approval and commensurate allocation in an amount not to exceed \$1,556,000?

### BACKGROUND

In 1996 the California Legislature allocated two million dollars to POST to provide an 8-hour experiential training program for 7,000 law enforcement officers. That allocation has continued each year to the present. Of the two million dollars, POST retains \$444,000 to reimburse agencies for their travel and per diem in conjunction with the travel to Los Angeles. The remaining \$1,556,000 is available for tuition for the Museum of Tolerance, which last year was \$203.73 per student. In 1997 the Legislature modified the act allowing chief law enforcement officers to designate any agency employee to attend the training. In 2000, a new course was developed, Tools for Command Staff, which is a specialized expansion of the Tools program for command staff and policy makers focusing on their unique challenges in an increasingly democratic and diverse society. Last year the tuition for the 16-hour Command Staff course was \$407.46 per student.

### ANALYSIS

A seventh year contract with the Museum of Tolerance for 7,000 additional law enforcement employees is requested. POST will again retain \$444,000 for travel and per diem and make \$1,556,000 available to the Museum for tuition. The tuition will again be \$203.73 per student for the Tools for Tolerance program and \$407.46 for the Tools for Command Staff program.

Since the inception of the program in July 1996, through February 31, 2002, 41,668 reimbursable employees have participated in the Tools for Tolerance training experience. This includes 24,159 sworn officers, 6,812 academy students and, 8,769 non-sworn employees, including 150 command staff.



**A RECOMMENDATION**

Authorize the Executive Director to enter into a contract with the Museum of Tolerance for the delivery of Tools for Tolerance programs for Law Enforcement for the fiscal year 2002-2003 in an amount not to exceed \$1,556,000.

# COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

## COMMISSION AGENDA ITEM REPORT

<b>Agenda Item Title</b> Contract Request for Entry Level Dispatcher and PC 832 Testing Programs		<b>Meeting Date</b> April 10, 2002
<b>Bureau</b> Standards and Evaluations Bureau	<b>Reviewed By</b> PB Paula Burnette	<b>Researched By</b> Donna Brown
<b>Executive Director Approval</b> <i>Kenneth J. O'Brien</i>	<b>Date of Approval</b> 3-21-02	<b>Date of Report</b> March 14, 2002
<b>Purpose</b> <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		<b>Financial Impact:</b> <input checked="" type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the **ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION**. Use additional sheets if required.

### ISSUE

Initiation of POST contracts with Cooperative Personnel Services to administer the POST Entry-Level Dispatcher Test Battery and the PC 832 test.

### BACKGROUND

The Commission has authorized that its mandated tests be made available to agencies in the POST program at no cost. Because POST has neither the staff and equipment resources, nor the space allocation necessary to assume direct responsibility for performing services associated with the administration of those tests (e.g., printing, maintaining sufficient inventory, shipping and retrieving test booklets, etc.), a contract has been maintained with an outside vendor to provide those services and, until July 2000, the vendor remained the same.

At that time, the Office of State Publishing (OSP) agreed to provide all of the same services at a significant decrease in cost to POST. Based on the track record of OSP in administering the Basic Course Workbook program, POST was confident that the needs of local-agency clients would continue to be met with no decrease in level of service and moved two of the testing program contracts—the Entry Level Law Enforcement (Read/Write) and the PC 832 testing—to OSP. Because that transition was accomplished in a relatively smooth manner, and because OSP offered to provide a similar cost savings at no reduction in level of service, the Entry-Level Dispatcher testing contract was awarded to OSP in July 2001.

## ANALYSIS

Since the transition of the Dispatcher program, POST has received repeated complaints from client agencies regarding the performance of OSP. The problems include:

- Poor print quality
- Poor assembly of test booklets (e.g., test questions printed on the back not the front of the page, missing pages in test booklets, poor placement of staples, etc.)
- Failure to ship all test booklets and other materials necessary for the test administration.

Additionally, OSP has conducted an internal cost analysis and has found that its initial bids for each testing program were significantly less than the cost to its agency to provide the necessary services. Consequently, OSP's proposed contract amounts for next fiscal year—as shown in the following table—are significantly higher than the bids received from Cooperative Personnel Services.

<u>Contract</u>	<u>OSP Bid</u>	<u>CPS Bid</u>	<u>Difference</u>
Dispatcher	\$353,545	\$228,332	+\$125,213
PC 832	\$ 85,559	\$ 69, 435	+\$16,124
<b>Total</b>	<b>\$439,104</b>	<b>\$297,767</b>	<b>\$141,337</b>

The combination of poor performance and significantly increased costs have led staff to conclude that POST and its client agencies would be better served by contracting with Cooperative Personnel Services to administer these testing programs. Cooperative Personnel Services has submitted a proposal to perform the same services for a total of \$297,767.

## RECOMMENDATION

Authorize the Executive Director to contract with Cooperative Personnel Services to administer the POST Entry-Level Dispatcher Examination Battery and the PC 832 test during fiscal year 2002/03 for an amount not to exceed \$297,767.

# COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

## COMMISSION AGENDA ITEM REPORT

Agenda Item Title Contract Request for Entry Level Law Enforcement Examination Programs		Meeting Date April 10, 2002
Bureau Standards and Evaluations Bureau	Reviewed By PB Paula Burnette	Researched By Donna Brown
Executive Director Approval <i>Kenneth J. O'Brien</i>	Date of Approval 3-21-02	Date of Report March 14, 2002
Purpose <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input checked="" type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.

### ISSUE

Continuation of a POST contract with the Office of State Publishing to administer the POST Entry-Level Law Enforcement Examination.

### BACKGROUND

The Commission has authorized that its mandated tests be made available to agencies in the POST program at no cost. Because POST has neither the staff and equipment resources, nor the space allocation necessary to assume direct responsibility for performing services associated with the administration of those tests (e.g., printing, maintaining sufficient inventory, shipping and retrieving test booklets, etc.), a contract with an outside vendor has been maintained to provide those services.

In the 2000/01 fiscal year, the Office of State Publishing (OSP) agreed to provide testing services at a significant decrease in cost to POST. Based on the track record of OSP in administering the Basic Course Workbook program, POST was confident that the needs of our local-agency clients would continue to be met with no decrease in level of service and moved two of the testing program contracts—the Entry Level Law Enforcement (Read/Write) and the PC 832 testing—to OSP.

### ANALYSIS

Although the transition of the Dispatcher program during the 2001/02 fiscal year has resulted in numerous problems for both that program and for the PC 832 testing program, POST has received no similar complaints from client agencies regarding the performance of OSP in administering the Entry-Level Law Enforcement Examination program.

Additionally, the bid received from OSP to continue that contract is significantly lower than the bid entered by the other potential vendor, despite an internal cost analysis conducted by OSP which has resulted in a significant increase in costs for the upcoming fiscal year (from \$129,110 to \$149,923).

**RECOMMENDATION**

Authorize the Executive Director to contract with the Office of State Publishing to administer the POST Entry Level Law Enforcement Examination during fiscal year 2002/03 in an amount not to exceed \$149,923.

# COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

## COMMISSION AGENDA ITEM REPORT

<b>Agenda Item Title</b> Extension of Contract for POST Proficiency Test Examination Services		<b>Meeting Date</b> April 10, 2002
<b>Bureau</b> Standards and Evaluations Bureau	<b>Reviewed By</b> Paula Burnette	<b>Researched By</b> Ken Krueger
<b>Executive Director Approval</b>	<b>Date of Approval</b>	<b>Date of Report</b> March 12, 2002
<b>Purpose</b> <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		<b>Financial Impact:</b> <input checked="" type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the **ISSUE**, **BACKGROUND**, **ANALYSIS**, and **RECOMMENDATION**. Use additional sheets if required.

### ISSUE

Continuation of POST contract with Cooperative Personnel Services (CPS) to administer the POST Proficiency Examination.

### BACKGROUND

Since 1981, staff has been required by Penal Code Section 832.3(b) to develop and administer standardized examinations that enable comparisons between presenters of Basic Academy training. Since that time, all basic course graduates have been required to take the POST Proficiency Examination. Because of the volume of test administrations and a lack of available POST staff, POST has contracted with CPS for administration of the Proficiency Examination each of the last 21 years. CPS has done an effective job of administering the examination.

### ANALYSIS

In 1998, PC 832.3(b) was amended to require that, in addition to academy presenter comparisons, POST also administer examinations to assess student competency as a condition of academy graduation. Pursuant to this amendment, and to assure that the content of the proficiency test matches the content of the Basic Academy student workbooks, POST launched a multi-year project, in 1999, to redevelop and validate the proficiency test program to include mid-term and final examinations that are based on the student workbooks. The contract with CPS was expanded for FY 1999/2000, 2000/2001 and 2001/2002 to include the administration of tests required during the validation study, which is scheduled to terminate at the conclusion of the study in December 2002.

The amount of the 2001/2002 fiscal year contract is \$109,467.30. The proposed contract for fiscal year 2002/2003 is for an amount not to exceed \$56,494.31. The reduction in the amount of the contract is due to the completion of the validation study, which called for administration of pilot test item sets in addition to the proficiency test.

RECOMMENDATION

Authorize the Executive Director to enter into a contract with CPS to administer the POST proficiency Examination during fiscal year 2002/2003 for an amount not to exceed \$56,494.31.

# COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

## COMMISSION AGENDA ITEM REPORT

Agenda Item Title <b>REQUEST FOR CONTRACT APPROVALS - BASIC DRIVER TRAINING, MOTORCYCLE &amp; NARCOTIC COURSES</b>		Meeting Date <b>April 10, 2002</b>
Bureau <b>Training Delivery Bureau</b>	Reviewed By <b>Tom Hogan</b>	Researched By <b>Julie Hemphill</b>
Executive Director Approval	Date of Approval	Date of Report <b>March 21, 2002</b>
Purpose <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input checked="" type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the **ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION**. Use additional sheets if required.

### ISSUE

Approval to enter into contract agreements with certain POST certified presenters of the *Basic Course Driver Training (EVOC)*, *Basic Motorcycle*, *Motorcycle Update* and *Basic Narcotics Courses*.

### BACKGROUND

The Commission has recognized the difficulty for some law enforcement agencies to pay for tuition costs in advance of the course presentation. For several years, the Commission has allowed the transfer of some categories of training, identified as high cost and needed statewide, from Plan III to contract. *Basic Course Driver Training (EVOC)*, *Basic Motorcycle Training*, *Motorcycle Update*, and *Basic Narcotics Training*, have been identified by the Commission thus far as meeting this category. Although switching from Plan III to contracts has not appreciably increased or decreased the cost to POST of providing these courses, agencies have benefitted by the elimination of up-front costs and some reduction in administration processing. These contract have moderately increased workload for POST staff in the Administrative Services and the Training Delivery Bureaus.

### ANALYSIS

The amount proposed represents the same amount that would be allocated through terms of certification for tuition under Plan III and does not increase the fiscal impact to the Peace Officer Training Fund. These actions are a step toward making training programs more convenient for law enforcement and to ensure critical training is delivered without undo financial barriers.



Contract agreements would occur for the training specified above with the following agency and college presenters:

- Alameda County Sheriff's Department
- Allan Hancock College
- California Highway Patrol
- College of the Redwoods
- Contra Costa County Sheriff's Department
- Fresno Police Department
- Los Angeles Police Department
- Oakland Police Department
- Orange County Sheriff's Department
- Sacramento Police Department
- San Bernardino County Sheriff's Department
- San Diego Police Department
- Santa Rosa Center
- So. Bay Regional Training Consortium
- Ventura County Sheriff's Department

### **RECOMMENDATION**

Authorize the Executive Director to enter into contracts with the agencies and colleges described to train a maximum of 3,657 students in *Basic Course Driver Training (EVOC)*, *Basic Motorcycle Training*, *Motorcycle Update Training*, and *Basic Narcotics Training*. The total amount of these contracts not to exceed \$2,263,843.00 for the period starting July 1, 2002 and ending June 30, 2003.

## CONTRACTS FY 02-03

DRIVER TRAINING (EVOC), BASIC MOTORCYCLE  
MOTORCYCLE UPDATE & BASIC NARCOTICS

	DRIVER TRAINING (EVOC)		MOTORCYCLE TRAINING		MOTORCYCLE UPD.		NARCOTICS	
	No. of Students /Cost per Student	Cost per FY	No. of Students /Cost per Student	Cost per FY	No. of Students /Cost per Student	Cost per FY	No. of Students /Cost per Student	Cost per FY
Alameda S.D.	200/\$445	\$89,000.00	100/\$1,585	\$158,500.00	50/\$310	\$15,500.00		
Allan Hancock Col.	30/\$445	\$13,550.00						
CHP			65/\$1,485	\$96,525.00	72/\$214	\$15,408.00		
Contra Costa S.D.	150/\$445	\$66,750.00						
Fresno P.D.			60/\$991	\$59,460.00				
Los Angeles P.D.			100/\$1,748	\$174,800.00				
Oakland P.D.	120/\$445	\$53,400.00						
Orange S.D.							125/\$547	\$68,375.00
Redwoods Ctr.	50/\$445	\$22,250.00						
Sacramento P.D.	96/\$445	\$42,720.00						
*San Bernardino SD	1,000/\$525	\$525,000.00	250/\$1,334	\$333,500.00				
San Diego P.D.	224/\$445	\$99,680.00						
Santa Rosa Ctr.	200/\$445	\$89,000.00						
So. Bay Reg. T.C.	470/\$445	\$209,150.00						
Ventura S.D.	295/\$445	\$131,275.00						
<b>TOTAL</b>		<b>\$1,341,775.00</b>		<b>\$822,785.00</b>		<b>\$30,908.00</b>		<b>\$68,375.00</b>

GRAND TOTAL \$2,263,843.00

## COMMISSION AGENDA ITEM REPORT

In the space provided below, briefly describe the **ISSUE**, **BACKGROUND**, **ANALYSIS**, and **RECOMMENDATION**. Use additional sheets if required.

The amount proposed represents the same amount that would be allocated through terms of certification for tuition under Plan III and does not increase the fiscal impact the Peace Officer Training Fund. These actions are a step forward making training programs more convenient for law enforcement and to ensure critical training is delivered without undo financial barriers.

Contract Agreements would occur with the following agency and college presenters:

- Alameda County Sheriff's Department
- Allan Hancock College
- Butte College
- Contra Costa Sheriff's Department
- Fresno Police Department
- Kern County Sheriff's Department
- Los Angeles County Sheriff's Department
- Orange County Sheriff's Department
- Ray Simon Criminal Justice Training Center
- Redding Police Department
- Redwoods Center
- Riverside County Sheriff's Department
- Sacramento County Sheriff's Department
- Sacramento Police Department
- San Bernardino County Sheriff's Department
- San Diego Police Department
- San Francisco Police Department
- Santa Rosa Training Center
- San Jose Police Department
- Self Defense Firearms Training
- Siskiyou, College of the
- So. Bay Regional Public Communications Authority
- So. Bay Regional Training Consortium
- Ventura County Sheriff's Department
- West Covina Police Department

### **RECOMMENDATION**

Authorize the Executive Director to enter into contracts with the agencies and colleges described to train up to a maximum of 38,670 students in *Driver Training* and *Force Option Simulator Training*. The total amount of these contracts not to exceed \$3,397,858.00 for the period starting July 1, 2002 and ending June 30, 2003.

# ATTACHMENT

March 11, 2002

## CONTRACTS FY 02-03 DRIVER TRAINING AND FORCE OPTION SIMULATOR

DRIVING SIMULATOR				FORCE OPTION SIMULATOR		
	No. of Students /Cost per Student	MOBILE	COST PER FY	No. of Students /Cost per Student	MOBILE	COST PER FY
Alameda S.D.	1,200/\$94		\$112,800.00	1,200/\$108		\$129,600.00
Allan Hancock Col.	500/\$80		\$40,000.00	500/\$73		\$36,500.00
Butte College	768/\$137 - 8hrs		\$105,216.00	768/\$121		\$92,928.00
*Contra Costa S.D.	1,200/\$87		\$104,400.00	1,200/\$55		\$66,000.00
Fresno P.D.	1,000/\$53		\$53,000.00	1,000/\$54		\$54,000.00
Kern S.D.	600/\$87		\$52,200.00	600/\$68		\$40,800.00
Los Angeles S.D.	1,600/\$85 - 8hrs		\$136,000.00	400/\$55		\$22,000.00
Orange S.D.	1,803/\$98		\$176,694.00	1,803/\$54		\$97,362.00
Ray Simon CJTC	400/\$70		\$28,000.00	400/\$91	200/\$114	\$59,200.00
Redding P.D.				300/\$81		\$24,300.00
Redwoods Center				200/\$68		\$13,600.00
Riverside S.D.	1,152/\$80		\$92,160.00	1,152/\$93		\$107,136.00
Sacramento P.D.	1,280/\$45		\$57,600.00			
*Sacramento S.D.				250/\$117	250/\$117	\$67,750.00
San Bernardino S.D.	1,000/\$77		\$77,000.00	1,000/\$71		\$71,000.00
San Diego	550/\$93		\$51,150.00	550/\$78		\$42,900.00
*San Francisco P.D.	1,000/\$79		\$79,000.00	1,000/\$80		\$80,000.00
San Jose P.D.	1000/\$119		\$119,000.00	1000/\$109		\$109,000.00
Santa Rosa Center	200/\$104	360/\$134	\$69,040.00	200/\$85		\$17,000.00
Self Defense F.T.		1,200/\$144	\$172,800.00			
Siskiyou, College	96/\$58 -4hrs 192/\$108 -8hrs		\$26,304.00	96/\$58		\$5,568.00
S. Bay Reg. Com Auth	1,000/\$75		\$75,000.00	1,000/75		\$75,000.00
So. Bay Reg. T.C.		1,000/\$125	\$125,000.00		1,000/\$125	\$125,000.00
Ventura S.D.	550/\$97		\$53,350.00	550/\$98		\$53,900.00
West Covina P.D.	1,200/\$83		\$99,600.00	1,200/\$85		\$102,000.00
		TOTAL	\$1,905,314.00		TOTAL	\$1,492,544.00

DTS/FOS TRAINING GRAND TOTAL \$3,397,858.00

\* Extended Contract - Utilized prior FY (00-01) funds resulting in cost savings for FY 01-02

# COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

## COMMISSION AGENDA ITEM REPORT

Agenda Item Title <b>REQUEST FOR CONTRACT APPROVALS - DRIVER TRAINING &amp; FORCE OPTION SIMULATOR INSTRUCTOR TRAINING</b>		Meeting Date April 10, 2002
Bureau Training Delivery Bureau	Reviewed By Tom Hood <i>[Signature]</i>	Researched By Julie Hemphill
Executive Director Approval	Date of Approval	Date of Report March 21, 2002
Purpose <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input checked="" type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the **ISSUE**, **BACKGROUND**, **ANALYSIS**, and **RECOMMENDATION**. Use additional sheets if required.

### ISSUE

Approval to enter into contract agreements with certain POST presenters of the *Driver Training and Force Option Simulator Instructor* courses and to provide training to California law enforcement for Fiscal Year 2002/2003.

### BACKGROUND

As the development of the Regional Skills Training Centers has progressed and the perishable skills requirement has been implemented, it has been necessary to continually train instructors to deliver these courses. These instructor training courses are being delivered by Contra Costa County Sheriff's Department, San Jose Police Department, and West Covina Police Department.

### ANALYSIS

Although converting from Plan III (tuition based) to contracts has not appreciably increased or decreased the cost to POST, agencies have benefitted by the elimination of up-front costs and some reduction in administration processing. Since these courses have been changed over to contracts, the workload has moderately increased for POST staff in the Administration and Training Delivery Bureaus. This authorization would allow the Executive Director to continue to enter into contract agreements for the following in Fiscal Year 2002/2003.

1. Contra Costa County Sheriff's Department - *Driver Simulator Instructor Training*, 48 students @ \$667 each, total of \$32,016.00.
2. San Jose Police Department - *Driver Training Simulator Instructor Training*, 32 students @ \$503 each, total \$16,096.00; *Force Option Simulator Instructor Training*, 96 students @ \$804 each, total \$77,184.00.
3. West Covina Police Department - *Driver Simulator Instructor Training*, 48 students @ \$734 each, total \$35,232.00; and *Force Option Simulator Instructor Training*, 48 students @ \$599 each, total of 28,752.00.

The grand total for all of these expenditures is \$189,280.00.

## **RECOMMENDATION**

Authorize the Executive Director to enter into contract agreements with the Contra Costa County Sheriff's Department, San Jose Police Department, and West Covina Police Department, to provide *Driver Training* and *Force Option Simulator Instructor Training* for a total of \$189,240.00 for the period starting July 1, 2002 and ending June 30, 2003.

# COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

## COMMISSION AGENDA ITEM REPORT

Agenda Item Title <b>REQUEST FOR CONTRACT APPROVAL - DEPARTMENT OF JUSTICE CONTRACT FOR FISCAL YEAR 2002/2003</b>		Meeting Date <b>April 10, 2002</b>
Bureau <b>Training Delivery Bureau</b>	Reviewed By <b>Tom Hood</b>	Researched By <b>Julie Hemphill</b>
Executive Director Approval	Date of Approval	Date of Report <b>March 21, 2002</b>
Purpose <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input checked="" type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the **ISSUE**, **BACKGROUND**, **ANALYSIS**, and **RECOMMENDATION**. Use additional sheets if required.

### ISSUE

Shall the Commission approve an Interagency Agreement (IA) between POST and the Department of Justice (DOJ) Advanced Training Center in the amount not to exceed \$2,209,913.00 to cover the cost of training delivery services for Fiscal Year 2002/2003.

### BACKGROUND

POST has contracted with the Department of Justice to present certified courses since 1974. The amount of the agreement each year has been based upon actual presentation costs to DOJ for instruction, coordination, clerical support, supplies, and travel. Courses included in the contract are based on training needs assessment information and agency feedback. Individual course budgets are developed in accordance with existing certification requirements. The contract for this Fiscal Year 2002/2003 is \$2,209,913.000.

### ANALYSIS

The requested contract amount reflects direct and indirect costs to train approximately 4,145 students in 29 different technical courses (Attachment A). It is proposed that six new courses be presented: *Advanced On-Line Investigation*, *Anti-Terrorism Concepts for Patrol Personnel*, *Anti-Terrorism Concepts for Patrol Trainers*, *Drug Endangered Children*, *Train-the-Trainers*, *Executive Terrorism*, and *Recovery and Analysis of Digital Equipment*. The six courses would train an additional 610 students, although 10 existing courses will decrease in the number of students trained.

Th actual costs have decreased from the current fiscal year costs of \$2,211,000 to \$2,209,913 for Fiscal Year 2002-2003.

### RECOMMENDATION

Authorize the Executive Director to sign a contract with the Department of Justice for Fiscal Year 2002/2003 for an amount not to exceed \$2,209,913.00.



## ATTACHMENT "A"

DOJ CONTRACT FOR FISCAL YEAR 2002/2003  
DESCRIPTION OF PROPOSED CHANGES

COURSE TITLE	PROPOSED STATUS	PRIMARY PROPOSED CHANGE	2001/2002	2002/2003 PROPOSED
Advanced On-Line Investigation	40 hrs/1 classes 20 students/class 40 total trainees	New course.		\$24,639
Anti-Terrorism Concepts for Patrol Personnel	8 hrs/4 classes 30 students/class 120 total trainees	New course.		\$24,288
Anti-Terrorism Concepts for Patrol Training for Trainers	24 hrs/6 classes 30 students/class 180 total trainees	New course.		\$60,276
Basic Intelligence	36 hrs/4 classes 30 students/class 120 total trainees	Increase due to higher travel and per diem expenses.	\$54,312	\$58,600
CAMP Supervision & Field Operations	53 hrs/1 class 30 students/class 30 total trainees	Decrease due to changes in the direct cost procedures.	\$10,464	\$10,317
Clandestine Lab Investigation	36 hrs/6 classes 30 students/class 180 total trainees	Federal funding will be used to present 4 of the 6 classes.	\$114,036	\$39,020
Clandestine Lab Safety Investigation	40 hrs/2 classes 30 students/class 60 total trainees	Federal funding will be used to present 1 of the 2 classes.	\$70,670	\$37,108
Cold Case Investigation	40 hrs/2 classes 20 students/class 40 total trainees	Decrease due to changes in the direct cost procedures.	\$106,964	\$102,408
Cold Case Update	12 hrs/1classes 20 students/class 40 total trainees	Decreased number of classes form 2 to 1.	\$18,940	\$8,253
Computer Crime Awareness Training for Trainers	32 hrs/1 class 12 students/class 12 total trainees	Increase due to higher travel and per diem costs.	\$10,542	\$13,053

Computer Forensics, Advanced	80 hrs/2 classes 16 students/class 32 total trainees	Decrease due to the changes in the direct costs procedures.	\$250,728	\$247,628
Criminal Intelligence for Executives	16 hrs/4 classes 22 students/class 88 total trainees	Increase due to addition of 1 class and higher travel/per diem costs.	\$36,471	\$55,716
Dignitary Security	36 hrs/6 classes 30 students/class 180 total trainees	Increase due to higher travel/ per diem costs as well as room rental.	\$131,178	\$138,024
Drug Endangered Children, Training for Trainers	16 hrs/1 class 30 students/class 30 total trainees	New course.		\$15,243
Drug ID/Influence (11550)	36 hrs/3 classes 50 students/class 150 total trainees	Decrease due to changes in the direct costs procedures.	\$64,434	\$64,071
Drug Id/Influence T4T	60 hrs/2 classes 20 students/class 40 total trainees	Decrease due to the changes in the direct cost procedures.	\$33,554	\$30,560
Drug Trafficker-Interdiction	40 hrs/3 classes 16 students/class 48 total trainees	Increase due to hourly rate increase for one instructor & higher travel, per diem costs.	\$61,386	\$61,575
Economic Crime Investigation	36 hrs/3 classes 26 students/class 78 total trainees	Increase due to increased travel & per diem costs.	\$44,349	\$46,701
Electronic Surveillance (Wiretap)	8 hrs/15 classes 65 students 975 total trainees	Increase due to increase of classes from 10 to 15 and higher travel/per diem.	\$74,950	\$103,155
Executive Terrorism Seminar	8 hrs/2 classes 80 students 160 total trainees	New course.		\$13,920
High Tech Crime Investigation	36 hrs/4 classes 24 students/class 120 total trainees	Decrease due to elimination of 2 classes	\$71,240	\$52,996
Informant Development	32 hrs/ 4 classes 30 students/class 120 total trainees	Increase due to higher travel and per diem costs.	\$35,404	\$39,964

Internet Crime Investigation	32 hrs/6 classes 20 students/class 120 total trainees	Decrease due to elimination of 2 classes.	\$122,400	\$54,460
Leadership in Specialized Units	36 hrs/2 classes 30 students/class 60 total trainees	Increase due to 2 instructors receiving hourly raise and higher travel and per diem costs	\$24,850	\$28,014
Modular Training	8 hrs/14 classes 30 students/class 420 total trainees	Decrease due to the elimination of 5 classes.	\$104,766	\$86,408
Narcotic Investigation (ICI)	80 hrs/11 classes 26 students/class 286 total trainees	Increase replacement costs for equipment. Higher travel and per diem costs.	\$439,439	\$447,766
Officer Involved Shooting	36 hrs/8 classes 30 students/class 240 total trainees	Increase due to printing costs. Higher travel and per diem costs.	\$103,232	\$108,256
Recovery and Analysis of Digital Equipment	40 hrs/4 classes 20 students 80 total trainees	New course.		\$134,964
Specialized Surveillance Equipment	36 hrs/6 classes 16 students/class 96 total trainees	Decreased due to reduction of 2 instructors and reduced travel cost. Less equipment costs.	\$103,128	\$91,530

# COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

## COMMISSION AGENDA ITEM REPORT

Agenda Item Title <b>REQUEST FOR CONTRACT APPROVAL - CSU-SACRAMENTO CONTRACT FOR FISCAL YEAR 2002/2003</b>		Meeting Date <b>April 10, 2002</b>
Bureau <b>Training Delivery Bureau</b>	Reviewed By <b>Tom Hood</b>	Researched By <b>Julie Hemphill</b>
Executive Director Approval	Date of Approval	Date of Report <b>March 21, 2002</b>
Purpose <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input checked="" type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the **ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION**. Use additional sheets if required.

### ISSUE

Shall the Commission approve an Interagency Agreement (IA) between POST and the California State University-Sacramento, Regional and Continuing Education in the amount not to exceed \$133,852.00 to cover the cost of training delivery services for Fiscal Year 2002/2003.

### BACKGROUND

POST has contracted with California State University-Sacramento (CSU Sac), Regional Continuing Education, to present certified courses since January 11, 1999. It has offered academic credit and non academic credit courses to adults since 1951. CSU-Sacramento developed and presented the "California Crime Analysis Institute" courses as directed by POST.

Students attend a single stand-alone course or complete the entire series of eight courses. Students who successfully complete the entire series receive a "Crime and Intelligence Analysis" certificate from CSU-Sacramento. The certificate qualifies CSU-Sacramento graduates to make application to the California Department of Justice to be accredited as a "Certified Crime and Intelligence Analyst."

During Fiscal Year 1998/1999, CSU-Sacramento presented one complete series of courses with an estimated cost of \$26,400. During Fiscal Year 1999/2000, the program expanded to meet statewide needs with an estimated cost of \$80,000. In Fiscal Years 2000/2001 and 2001/2002, the program included more students from reimbursable agencies with an estimate cost of \$120,000. For Fiscal Year 2002/2003, the program is expected to cost \$133,852.00.

### ANALYSIS

This amount reflects direct and indirect costs to present two complete series of eight courses (attached). POST will be responsible for the agreed-upon fees for full-time members of a POST reimbursable agency. Students who are not members of the POST program will be responsible for paying the agreed-upon fees directly to CSU-Sacramento. The contract amount for Fiscal Year 2002/2003 shall not exceed \$133,852.00.

## **RECOMMENDATION**

Authorize the Executive Director to enter into an Interagency Agreement with California State University-Sacramento, Regional and Continuing Education, for Fiscal Year 2002/2003 to present the described training courses for an amount not to exceed \$133,852.00.

**CONTRACTOR:**

California State University Sacramento

Regional &amp; Continuing Education

**CONTRACT #**

02-011-03

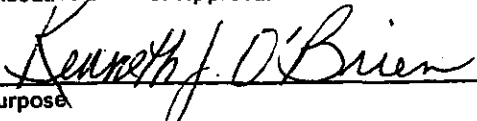
**EXHIBIT A  
TRAINING BUDGET**

<b>COURSE TITLE</b>	<b>Hrs/Students/ Presentations</b>	<b>ESTIMATED COST 002/03</b>
Crime Analysis 7920-34010	16 Hours 20 students 2 pres/yr.	\$385.21@Student \$7704.20 @ Course \$15,408.40 @ Year
Crime Analysis Application 7920-34000	20 Hours 20 students 2 pres/yr.	\$438.31@Student \$8766.20 @ Course \$17,532.40 @ Year
Basic Elements of Criminal Intelligence 7920-32010	20 Hours 20 students 2 pres/yr.	\$438.31@Student \$8766.20 @ Course \$17,532.40 @ Year
Criminal Intelligence Analysis 7920-32020	16 Hours 20 students 2 pres/yr.	\$385.21@Student \$7704.20 @ Course \$15,408.40 @ Year
Criminal Investigative Analysis: Violent Crimes 7920-31412	24 Hours 20 students 2 pres/yr.	\$490.52@Student \$9810.40@ Course \$19,620.80 @ Year
Criminal Investigative Analysis: Profiling 7920-31413	16 Hours 20 students 2 pres/yr.	\$385.21@Student \$7704.20 @ Course \$15,408.40 @ Year
Law Enforcement Research & Statistics: Forecasting 7920-22720	20 Hours 20 students 2 pres/yr.	\$438.31@Student \$8766.20 @ Course \$17,532.40 @ Year
Law Enforcement Research & Statistics: Sampling 7920-22730	16 Hours 20 students 2 pres/yr.	\$385.21@Student \$7704.20 @ Course \$15,408.40 @ Year

**TOTAL COST \$ 133,851.60***\*Increase to 20 POST students per course**\*\*Includes course fee increase and text fees.*

# COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

## COMMISSION AGENDA ITEM REPORT

Agenda Item Title State Controller's Office Agreement for Auditing Services in FY 2002-03		Meeting Date April 10, 2002
Bureau Administrative Services Bureau	Reviewed By Dick Reed	Researched By Tom Liddicoat
Executive Director Approval 	Date of Approval 3-22-02	Date of Report March 21, 2002
Purpose <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		Financial Impact: <input checked="" type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the **ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION**. Use additional sheets if required.

**ISSUE:**

Commission review and final approval of an interagency agreement for auditing services with the State Controller's Office for Fiscal Year 2002-03.

**BACKGROUND:**

There is a need to selectively audit the training reimbursement claims made by local agencies against the Peace Officer's Training Fund. These audits have been conducted by the State Controller's Office on a yearly basis. The Commission approved an agreement not to exceed \$85,000 for the current Fiscal Year 2001-02.

**ANALYSIS:**

Each year for the past several years POST has negotiated an interagency agreement with the State Controller's Office to conduct audits of selected local agencies which receive POST reimbursement funds. The Controller's Office continues to do an excellent job in auditing selected jurisdictions to assure that reimbursement funds are appropriately expended. The FY 2001-02 contract was for the SCO to conduct 10 audits for \$85,000. The SCO has indicated that the cost and number of audits will remain the same for FY 2002-03.

**RECOMMENDATION:**

It is recommended that the Commission authorize the Executive Director to enter into an interagency agreement with the State Controller in an amount not to exceed \$85,000 to audit local agency reimbursement claims during Fiscal Year 2002-03.

## COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

## COMMISSION AGENDA ITEM REPORT

Agenda Item Title		Meeting Date
Davisville Travel Contracts		April 10, 2002
Bureau	Reviewed By	Researched By
Administrative Services Bureau	Dick Reed	Tom Liddicoat
Executive Director Approval	Date of Approval	Date of Report
<i>Kenneth J. O'Brien</i>	3-22-02	March 21, 2002
Purpose		Financial Impact:
<input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		<input checked="" type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the **ISSUE**, **BACKGROUND**, **ANALYSIS**, and **RECOMMENDATION**. Use additional sheets if required.

**ISSUE:**

Commission approval for two contracts with Davisville Travel for the payment of authorized transaction fees for their services in FY 2002-03.

**BACKGROUND:**

Prior to January 1, 2000, POST had entered into a "no cost" contract with Davisville Travel for travel agency services in accordance with policy directives from the State Department of General Services. Davisville Travel, as all travel agencies, was paid a commission from the airlines based on tickets issued. With the reduction in commissions paid to travel agencies by the airlines, the state announced via Management Memo 99-17 an amendment to the State master agreement with authorized travel agencies permitting travel agencies to charge either a management fee or transaction fees for their services starting January 1, 2000.

POST has entered into two contracts with Davisville Travel since FY 99-00, one for travel services for POST staff and one for letter of agreement travel services.

**ANALYSIS:**

Davisville Travel currently issues approximately 100 airline tickets monthly for regular staff travel and 250 tickets for letter of agreement travel. At \$20 per transaction, the monthly service charge is approximately \$2,000 and \$5,000 respectively. Over 12 months this totals \$24,000 and \$60,000. In order to pay Davisville Travel for their authorized services during FY 2002-03, it is necessary to enter into new contracts by the amounts indicated above, \$24,000 and \$60,000.

**RECOMMENDATION:**

It is recommended that the Commission authorize the Executive Director to enter into contracts with Davisville Travel for a total not to exceed \$84,000. These contracts will provide the funds necessary to pay Davisville Travel for their services through June 30, 2003.



**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

**COMMISSION AGENDA ITEM REPORT**

<b>Agenda Item Title</b>		<b>Meeting Date</b>
Interagency Agreement With Teale Data Center		April 10, 2002
<b>Bureau</b>	<b>Reviewed By</b>	<b>Researched By</b>
Computer Services Bureau	Dick Reed <i>[Signature]</i>	Sherrie Girard
<b>Executive Director Approval</b>	<b>Date of Approval</b>	<b>Date of Report</b>
<i>Kenneth J. O'Brien</i>	3-20-02	
<b>Purpose</b> <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		<b>Financial Impact:</b> <input checked="" type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the **ISSUE**, **BACKGROUND**, **ANALYSIS**, and **RECOMMENDATION**. Use additional sheets if required.

**ISSUE**

Should the Commission authorize the Executive Director to negotiate an Interagency Agreement with the Teale Data Center (Teale) in FY 02/03 for computer services for an amount not to exceed \$80,000?

**BACKGROUND**

POST has an Interagency Agreement with Teale (a State agency) for computer services. The contract provides for a link between POST's local area network (LAN) and the Teale mainframe computer. This allows POST to utilize the mainframes power for complex data processing jobs and the storage of large data files that require more resources that POST's LAN or PCs can provide. Teale also serves as POST's Internet provider and provides LAN support and consulting services. The Commission approved an agreement not to exceed \$80,000 for FY 01/02.

**ANALYSIS**

POST uses Teale mainframe computers for processing large statistical jobs and the storage of large test score data files. POST also needs support services for installing, maintaining, and troubleshooting the LAN system. This agreement gives POST needed processing power, storage capabilities, and technical LAN support that it needs during FY 02/03.

**RECOMMENDATION**

It is recommended the Commission authorize the Executive Director to negotiate an Interagency Agreement with the Teale Data Center for computer services in FY 02/03 for an amount not to exceed \$80,000.

## COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

## COMMISSION AGENDA ITEM REPORT

Agenda Item Title		Meeting Date
Contract with CSUS Foundation for Student Assistant Services		April 10, 2002
Bureau	Reviewed By	Researched By
Computer Services Bureau	Dick Reed	Mitch Coppin
Executive Director Approval	Date of Approval	Date of Report
Kenneth J. O'Brien	3-20-02	
Purpose		Financial Impact:
<input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		<input checked="" type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the **ISSUE**, **BACKGROUND**, **ANALYSIS**, and **RECOMMENDATION**. Use additional sheets if required.

**ISSUE**

Should the Commission authorize the Executive Director to negotiate an Interagency Agreement with the CSUS Foundation in FY 02/03 for Student Assistant services not to exceed \$15,000?

**BACKGROUND**

POST has contracted with CSUS Foundation to obtain Student Assistants for the past several years. Student Assistants perform a variety of computer-related tasks and assist computer support staff with PC moves, new installs and help desk troubleshooting. In times of unfilled positions, vacations or illness Student Assistants have helped bridge the gap and allowed POST staff to continue with its computer-related projects.

**ANALYSIS**

The Commission approved an agreement not to exceed \$15,000 in Fiscal Year 01/02. This agreement provides POST with Student Assistants to help POST's computer staff in the repair and upgrade of personal computers and Local Area Network services.

**RECOMMENDATION**

Authorize the Executive Director to negotiate an Interagency Agreement with CSUS Foundation for an amount not to exceed \$15,000 for FY 02/03.

**COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING**

**COMMISSION AGENDA ITEM REPORT**

<b>Agenda Item Title</b>		<b>Meeting Date</b>
Health and Welfare Data Center – CALSTARS Support		April 10, 2002
<b>Bureau</b>	<b>Reviewed By</b>	<b>Researched By</b>
Computer Services Bureau	Dick Reed <i>[Signature]</i>	Sherrie Girard
<b>Executive Director Approval</b>	<b>Date of Approval</b>	<b>Date of Report</b>
<i>Kenneth J. O'Brien</i>	3-20-02	
<b>Purpose</b>		<b>Financial Impact:</b>
<input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		<input checked="" type="checkbox"/> Yes (See Analysis for details) <input type="checkbox"/> No

In the space provided below, briefly describe the **ISSUE**, **BACKGROUND**, **ANALYSIS**, and **RECOMMENDATION**. Use additional sheets if required.

**ISSUE**

Should the Commission authorize the Executive Director to negotiate an Interagency Agreement with the Health and Human Services Data Center (HHSDC) (a State agency) in FY 02/03 for computer linkage in support of the State Accounting System (CALSTARS) and other associated data processing services?

**BACKGROUND**

The mandated California Accounting and Reporting System (CALSTARS), implemented in 1986, requires that POST enter into a yearly contract with the HHSDC to provide data processing services during the year. The Commission approved an agreement not to exceed \$35,000 for current Fiscal Year 01/02.

**ANALYSIS**

Without the continuation of an agreement with the HHSDC, POST will not be able to perform necessary state accounting functions and will be out of compliance with accounting requirements. POST anticipates slight increases in rates at the data center and should allow for these increases.

**RECOMMENDATION**

Authorize the Executive Director to negotiate an Interagency Agreement in an amount not to exceed \$38,000 with the Health and Human Services Data Center for computer services during Fiscal Year 02/03.

# COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

COMMISSION AGENDA ITEM REPORT		
<b>Agenda Item Title</b> Library Contract Services		<b>Meeting Date</b> April 10, 2002
<b>Bureau</b> Information Services Bureau	<b>Reviewed By</b> 	<b>Researched By</b> Phyl Barrus
<b>Executive Director Approval</b> 	<b>Date of Approval</b> 3-22-02	<b>Date of Report</b> March 22, 2002
<b>Purpose:</b> <input checked="" type="checkbox"/> Decision Requested <input type="checkbox"/> Information Only <input type="checkbox"/> Status Report		<b>Financial Impact:</b> <input type="checkbox"/> Yes (See Analysis for Details) <input type="checkbox"/> No
In the space provided below, briefly describe the ISSUE, BACKGROUND, ANALYSIS, and RECOMMENDATION. Use additional sheets if required.		
<p><b>ISSUE:</b></p> <p>Should the Commission approve a one year journal/magazine subscription contract for the POST Library for \$19,000 for FY02/03?</p> <p><b>BACKGROUND:</b></p> <p>POST has contracted out the subscription purchases and renewals since the late 1970s. This service provides the POST Library with a single point of contact for purchasing the journals/magazines instead of dealing with more than 90 individual publishers from the United States and Europe. The vendor for these services is also used as our agent to obtain missing issues of these magazine/journal subscriptions.</p> <p><b>ANALYSIS:</b></p> <p>At the current 15% yearly increase in subscription prices plus the service charge of 7% and with the addition of five more titles, the contract will exceed \$10,000.</p> <p><b>RECOMMENDATION:</b></p> <p>Authorize the Executive Director to contract for journal subscription services for an additional \$9,000 to increase contract funding with a journal/magazine vendor to an amount not to exceed \$19,000 through FY02/03.</p>		

# COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

*The mission of the California Commission on Peace Officer Standards and Training is to continually enhance the professionalism of California law enforcement in serving its communities.*



POST Advisory Committee Meeting  
Tuesday, April 9, 2002  
Ramada Plaza Hotel  
6333 Bristol Parkway  
Culver City, CA 90230  
(310) 484-7000

Gray Davis  
Governor

1:00 P.M.

Bill Lockyer  
Attorney General

- A. Call to Order and Welcome
- B. Introductions
  - o Advisory Committee Members and POST Commissioners
  - o Audience
- C. Flag Salute
- D. Moment of Silence Honoring Peace Officers Killed in the Line of Duty Since the Last Meeting
- E. Roll Call
- F. Announcements Chair
- G. Approval of Minutes of January 31, 2002, meeting Chair
- H. Review of Governor's Awards Ceremony Video Staff
- I. Review of Recommended Changes to the POST Strategic Plan Staff
- J. Presentation on the Plan for Integrating Ethics, Leadership, and Community Policing Into Basic Training Staff
- K. POST Video for Racial Profiling Training Staff
- L. Review of Commission Meeting Agenda and Advisory Committee Comments Staff

10  
N. Advisory Committee Member Reports

Staff

O. Old and New Business

Staff

P. Next Meeting

Wednesday, July 17, 2002

Hyatt Regency Hotel

San Francisco Airport

# COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

*The mission of the California Commission on Peace Officer Standards and Training is to continually enhance the professionalism of California law enforcement in serving its communities.*



## POST Advisory Committee Meeting Minutes

Wednesday, January 30, 2002  
Mission Inn  
3649 Mission Inn Avenue  
Riverside, CA 92501

### CALL TO ORDER

Gray Davis  
Governor

Bill Lockyer  
Attorney General

The meeting was called to order at 1:05 p.m. by Chairman Alex Bernard. Alex welcomed everyone and introduced POST Commissioners.

### ROLL CALL AND SPECIAL INTRODUCTIONS

#### Members Present:

Bernard, Alex - Peace Officers' Research Association of California (PORAC)  
Cleaver, Norman - California Academy Directors' Association (CADA)  
del Campo, Ph.D., Phil - Public Member  
Engquist, Marvin - California Justice Educators' Association (CAAJE)  
Geise, Leonard - Public Member  
Gurney, John - California Police Chiefs' Association (CPCA)  
Lekawa, Leisha - Women Peace Officers' Association of California (WPOA)  
Otto, Kevan - California Specialized Law Enforcement  
Redding, Sandra - California Highway Patrol  
Reid, Michael - California Association of Police Training Officers (CAPTO)  
Ruelas, Ed.D., Leo - California Community Colleges  
Scott, Michael - California Organization of Police and Sheriffs (COPS)  
Spiegel, Sam - California Peace Officers' Association (CPOA)  
Waters, Al - California Coalition of Law Enforcement Associations (CCLEA)

#### Members Absent:

Byrd, Charles - California State Sheriffs' Association (CSSA)

#### Commissioners Present:

Patrick Boyd  
Marc Cobb  
Joe Flannagan  
James Fox  
Rana Sampson  
Laurie Smith

**Staff Present:**

Ray Bray - Bureau Chief, Training Program Services Bureau (TPS)  
Jody Buna - Senior Law Enforcement Consultant (TPS)  
Paula Burnette - Bureau Chief, Standards & Evaluation Services Bureau  
Ron Crook - Director, Television Communications Center (Specialist) (TPS)  
Alan Deal - Bureau Chief, Executive Office  
Mike DiMiceli - Assistant Executive Director, Field Services Division  
Tom Liddicoat - Staff Services Manager I, Administrative Services Bureau  
Ken O'Brien - Executive Director  
Dick Reed - Assistant Executive Director, Administrative Services Division  
Hal Snow - Assistant Executive Director, Standards and Development Division  
Karen Hightower - POST Advisory Committee Secretary

**INTRODUCTIONS**

Chairman Alex Bernard introduced and presented Advisory Committee badges to new committee members. Alex noted that Chief Sandra Redding represents the California Highway Patrol, and that Chief Sam Spiegel, of the Folsom Police Department, represents the California Peace Officers' Association.

Those present introduced themselves.

**FLAG SALUTE**

Phil del Campo, Vice Chairman of the Advisory Committee, led the group in the flag salute.

**MOMENT OF SILENCE HONORING PEACE OFFICERS KILLED IN THE LINE OF DUTY**

The Advisory Committee held a moment of silence in honor of the officers who lost their lives last year while serving the public.

**ROLL CALL AND ANNOUNCEMENTS**

Alex passed the committee roster to members and asked them to update if necessary.

**APPROVAL OF THE MINUTES OF THE NOVEMBER 7, 2001, POST ADVISORY COMMITTEE MEETING**

**MOTION** - Lekawa, second - del Campo, carried unanimously to approve the minutes of the November 7, 2001, meeting.



## **APPROVAL OF THE RECOMMENDED RECIPIENTS OF THE 2001 GOVERNOR'S AWARDS**

Alex noted the following as the recommended recipients of the 2001 Governor's Awards.

*Individual Achievement Category:* Lieutenant John E. Kane, Jr., of the Sacramento Police Department. The runner-up is Lieutenant Todd Rodgers of the Los Angeles County Sheriff's Department.

*Lifetime Achievement Category:* Chief Ronald E. Lowenberg, of the Huntington Beach Police Department. The runner-up is Special Agent Supervisor Robert Pennal of the California Department of Justice.

*Organizational Achievement Category:* San Bernardino County Sheriff's Department - Use of Force Training. The runner-up is the California Narcotic Officers' Association.

**MOTION** - del Campo, second - Gurney, carried unanimously to approve the recommended recipients of the 2001 Governor's Awards.

Hal Snow informed the group that the presentation of the awards, unless indicated differently by the Commission, would be held in conjunction with the annual Law Enforcement Legislative Day luncheon to be held on March 20 at the Sheraton Grand Hotel in Sacramento.

Hal invited committee members to attend and stated that they would be recognized at this prestigious event.

## **DEMONSTRATION OF DVD MULTIMEDIA**

Hal Snow indicated that POST has developed a pilot scenario-based DVD program to assist law enforcement in teaching and training on individual departmental policies and procedures to personnel.

Ray Bray, Bureau Chief of the Training Program Services Bureau (TPS) introduced Senior Law Enforcement Consultant Jody Buna and Ron Crook, Director of Television Communications Center, both of TPS, who gave a brief preview of the program. Group discussion followed, and members agreed that the DVD program would benefit law enforcement training.

## **COMMISSION ASSIGNMENT - ONGOING REVIEW OF POST STRATEGIC PLAN IMPLEMENTATION AND REPORTING TO THE LONG RANGE PLANNING COMMITTEE**

Hal reported that at the last Commission Meeting and Long Range Planning Meeting, there was considerable discussion about the need to update and continually monitor the POST Strategic Plan. Because implementation of the Strategic Plan is the genesis for many of the issues that come before the Commission, the Commission affirmed the necessity to closely monitor the Plan. As a result, the Advisory Committee has been assigned the task of reviewing the implementation progress of the Plan and making recommendations to the Long Range Planning Committee when necessary. In the future, this report will be a standard agenda item.

Ken O'Brien reiterated that the Strategic Plan is one of the most important POST documents as it provides the outline for achieving the objectives of law enforcement. Agenda items are developed based upon Strategic Plan objectives. Ken noted that when he attends Chiefs' and Sheriffs' association meetings he emphasizes that the Commission is responding to the wishes of the field via the Strategic Plan. Ken also noted that the Strategic Plan ties in with all Budget Change Proposals submitted to the Department of Finance.

Ken encouraged Advisory Committee members to take the assignment of monitoring the Strategic Plan very seriously and encouraged them to have an ongoing, working knowledge of the Plan in order to update it effectively.

Hal informed members that POST has been receiving staff input for updating the Strategic Plan and that a Strategic Plan Update meeting seeking field input would be held on February 19-20 in San Diego. Hal reminded members that they have received invitations to attend the meeting and that members from all major law enforcement organizations had been invited as well.

## **REVIEW OF COMMISSION MEETING AGENDA AND ADVISORY COMMITTEE COMMENTS**

### **o Item E - Proposed Training Requirements Racial Profiling Mandate**

Hal Snow and Ken O'Brien reported that staff, in collaboration with numerous groups and subject matter experts, continues to develop the required training, supporting video, and Train-the-Trainer workshop.

o Item F - Requirements for POST Certificates

In response to POST Strategic Plan Objective C.10, staff had reviewed the requirements for obtaining POST certificates with input from an advisory committee representing law enforcement and trainers. To promote more individual initiative in pursuing college education, it was determined there is a need to change the requirements for the Intermediate and Advanced, Supervisory, and Management, and Executive Certificates. The need for college education and the recommended changes to certificate requirements are described in the report.

The report recommends to the Commission to schedule a public hearing at the April 2002 meeting to consider the changes to POST certificate requirements.

After a lengthy discussion and agreement that members of law enforcement be adequately informed regarding the proposed, increased educational requirements for obtaining POST certificates, the following occurred:

**MOTION** - Waters, second - del Campo, carried unanimously to recommend to the Commission to support the concept of increasing requirements for certificates but postpone the public hearing to the July 2002 meeting.

California Coalition of Law Enforcement Associations (CCLEA)

Al Waters reported that Leisha Lekawa had to leave the meeting early, but she wanted to thank committee members for their support and for making her time as Committee Chair enjoyable.

CCLEA will be meeting in February. Al told the committee that he will promote the issue of increased educational requirements for obtaining POST certificates and encouraged other advisory committee members to do likewise.

California Organization of Police and Sheriffs (COPS)

Michael Scott reported that COPS is having its bi-annual convention on June 6-9 at Harvey's in Lake Tahoe. Included will be a one-day training seminar which will address issues such as financial planning and workmen's compensation.

Michael confirmed that the next COPS-sponsored Trade show is scheduled for May 18 and will be held at the Los Angeles County Fairgrounds. He also noted that another Trade show will be held in October at a site to be determined.

### California Academy Directors' Association (CADA)

Norm Cleaver reported that the California Academy Directors voted to continue the Leadership Certificate which is provided to each of the State's academies and a Leadership Award which is presented to one recipient in each graduating class.

Norm also noted that CADA members are involved in the Basic Course Curriculum and Testing Updates. He said that members dedicate a tremendous amount of hours on Basic Course subcommittees; for example, on the testing committee alone, members met for twelve full days last year to work with POST.

Norm stated that CADA will meet March 3 in San Diego.

Lastly, Norm reminded the group that a small contract was approved last quarter for mobile simulators. On December 5, the mobile simulator was transported to Humboldt and Mendocino Counties – two sparsely populated areas. Of 112 reserved slots, 106 were filled, and the evaluations were very positive. Simulator training is scheduled for those counties again in May.

### California Academy Justice Educators' Association (CAAJE)

Marv Engquist thanked Norm Cleaver for speaking on his behalf at the last meeting and reporting about CAAJE's involvement in the Basic Course curriculum review. Marv stated that CAAJE is still involved with the Fire Science people at the Department of Corrections and the AJ instructors on curriculum review.

Marv also noted that CAAJE membership has changed by 30% in the last year.

Additionally, Marv reported that CAAJE will be submitting a Grant Request to the Chancellor's Office of the California Community Colleges with the goal of standardizing security training.

Lastly, Marv noted that there will be a CAAJE Board Meeting held the first week of March at LAX, and the CAAJE statewide conference will be held in San Jose on October 4.

### California Police Chiefs' Association (CPCA)

John Gurney said that the California Police Chiefs' Association Annual Conference would be held the following week in Anaheim at Disneyland. John reported that he would discuss, with CPCA members, the issues addressed at this Advisory Committee meeting.

### California Association of Police Training Officers (CAPTO)

Michael Reid reported that CAPTO would be holding its state board meeting following the POST Strategic Plan meeting. Mike noted that he would be discussing the benefits of increasing educational standards for obtaining certificates.

Mike also mentioned that the Fresno Police Department and the Fresno County Sheriff's Department competed in the annual tackle football game with the police department winning 21 to 7. As a result, \$60,000 was raised for the Make a Wish Foundation.

### California Community Colleges State Chancellor's Office

Leo Ruelas informed the group that the California Community Colleges State Chancellor's Office has \$60 M available for equipment acquisition and encouraged law enforcement agencies to contact local colleges to request funding for equipment. Leo told members that this could be accomplished only through the development of partnerships. To obtain grant information, call Melanie at (916) 322-3487.

Leo further stated that there is \$350,000 available to develop partnerships for curriculum and professional development. Again, Leo encouraged law enforcement agencies to take advantage of this opportunity.

Finally, Leo said there would be another Public Safety Instructor Symposium held in Burbank at the end of February and stated that there were some slots still available for instructors interested in attending. Leo noted that this is an example of a successful partnership between the Community Colleges and POST.

### Peace Officers' Research Association of California (PORAC)

Alex Bernard reported that Rick Davis is PORAC's new training manager from Bakersfield Academy, and the new chairman of the training committee is Captain Skip Murphy. Alex also mentioned that the PORAC Annual Training Symposium will be held in Reno in June at the Silver Legacy.

### **COMMISSION LIAISON COMMITTEE REMARKS**

Commissioner Joe Flannagan asked Advisory committee members if they would mind if he asked POST to look for a meeting site in the Monterey or San Jose area for November. Joe stated that the PORAC Conference is scheduled for November 22 - 24 in Monterey and that either location would be more convenient for individuals who will attend both meetings.

Ken O'Brien responded that POST would accommodate Joe's request.

Commissioner Rana Sampson was hopeful that everyone would attend the Strategic Plan meeting in San Diego.

Commissioner Patrick Boyd said that he was pleased to attend the Advisory Committee meeting.

## **NEW BUSINESS**

April 10, Ramada Plaza Hotel, Culver City  
July 17, 2002, Hyatt Regency, San Francisco Airport  
November 20, 2002, Hyatt Regency, Monterey

## **EXECUTIVE DIRECTOR COMMENTS**

Ken O'Brien told everyone that POST had applied for and received an exemption from the State hiring freeze and will begin recruiting for four new law enforcement consultants. Tests will be developed for Law Enforcement I and II positions and announcements sent to the field.

**Adjournment:** 3:42 p.m.

Respectfully submitted,

*Karen Hightower*

Secretary

# COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

*The mission of the California Commission on Peace Officer Standards and Training is to continually enhance the professionalism of California law enforcement in serving its communities.*



## LEGISLATIVE REVIEW COMMITTEE

Ramada Plaza Hotel  
6333 Bristol Parkway  
Culver City, CA 90230  
(310) 484-7000  
April 10, 2002

Gray Davis  
Governor

### AGENDA

Bill Lockyer  
Attorney General

### MEMBERS

Laurie Smith, Chairman  
Patrick Boyd  
James Fox  
Lee Baca  
Bud Hawkins  
Monty Holden  
Bill Kolender

### 8:30 A.M.

### ATTACHMENT

#### A. Status of Legislation of Interest to POST

A

See attached

#### B. Legislation for Commission Position

#### C. Discussion on the Maddy Emergency and Trauma Service Act Initiative

## LEGISLATION FOR COMMISSION POSITION

AB 155 (Lowenthal)	<b>Commission on Peace Officer Standards and Training:</b> 14 member to 15 member (sergeant or below) <b>Commission Position: Neutral</b>	Two-year Bill
AB 204 (Lowenthal)	<b>Driver Training:</b> Driver Training Fund money permanently transfers money to the General Fund (to the Department of Education) <b>Commission Position: Oppose</b>	Two-year Bill
AB 355 (Havice)	<b>Peace Officers: School Resources Officer Training:</b> Mandate for POST to develop training before January 2002 for school police personnel and peace officers assigned to school resource officer duties. <b>Commission Position: Neutral</b>	Senate Appropriations Committee - Suspense File
AB 376 (Chavez)	<b>Public Safety Officers: Peer Support Program:</b> Mandate for POST to develop peer support training. <b>Commission Position: Neutral</b>	No Longer Pertains to POST
AB 758 (Maddox)	<b>Peace Officer: Spinal X-rays:</b> Requires specified peace officers to have a spinal x-ray when hired. X-ray becomes part of the permanent record for each officer. <b>Commission Position: Neutral</b>	Two-Year Bill
AB 882 (Cedillo)	<b>Peace Officers:</b> Would eliminate the Commission's power to withdraw or revoke POST certificates (describes other requirements). <b>Commission Position: Neutral</b>	Two-Year Bill



AB 1339 (Keeley)	<b>School Security Training: Peace Officers and Security Guards:</b> Adds requirement for peace officers assigned primarily to K-12 or community college campus, who works less than 20 hours per week, to complete a prescribed course of instruction. <b>Commission Position: Neutral</b>	Two-Year Bill
SB 173 (Poochigian)	<b>Peace Officers: Reserve Officer Training:</b> Bill would add reserve officers as persons to whom POST allocates training funds. <b>Commission Position: Oppose</b>	Two-Year Bill
SB 911 (Alarcon)	<b>Tribal Justice:</b> Bill would require POST to develop training for peace officers who are assigned to a service area within a reservation. (Other training required of reservation law enforcement officers.) <b>Commission Position: Oppose, unless amended</b>	Two-Year Bill
SB 1211 (Romero)	<b>Peace Officers: Interrogation:</b> Bill would provide that, except as provided, statements and evidence derived from a suspect outside of Miranda would be inadmissible. <b>Commission Position: Neutral</b>	In Assembly - Third Reading